CHAPTER II

REVIEW OF RELATED LITERATURE

A. WRITING

1. Definition of Writing

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English learners. They have to be able to articulate their views in writing and engage the reader so that they want to keep reading. They can share what they have learned with others through writing as well. Simply said, writing serves as a channel of interaction between the author and the audience. (Reszy, 2013).

Heaton states (1975:127) Writing is a task that requires students to manipulate words into grammatically correct sentences, sentences that effectively communicate the writer's thoughts and ideas on a particular topic.

Saifuddin (2016) stated that Writing is a lifestyle. It also involves the development of ideas, argument, logic, and cause-and-effect relationships. A student cannot complete the course if they are unable to communicate effectively in writing. As writing is also a developmental process, writers attempt to avoid imposing their views, offering models, or proposing responses to topics in advance. Nunan (1991:88) said that pupils' writing abilities can improve swiftly if they are encouraged to write frequently about topics that are of interest to them.

Process of writing is very important in teaching writing. Teachers can learn about their students' writing processes through a series of exercises. Experts agree that there are steps writers can take to improve their craft. Classroom instruction in writing involves a series of steps taken by the instructor. The teacher plays a crucial part in this scenario because they are the one who will instruct the pupils on how to properly document their learning through writing. according to (Azrial, 2013).

In writing, Students will understand how to write good content into ides that is supported by relevant supporting sentences. Students can enhance their grammar by learning how to employ accurate tenses, adjectives, articles, and noun phrases. They can also organize a text to ensure proper mechanics such as word spelling, punctuation, and capitalization (Rini, 2015).

Based on the explanation above,writing is an activity to announce thoughts and emotions in the form of writing that is expected to be read by the reader and serves as an indirect communication tool, as determined by the research.

2. Writing Components

To construct a decent sentence, the researcher requires specific writing components. These elements can help pupils gain control over their work. According to Kantor (2012), defines writing components as content, structure, language use, vocabulary, and mechanics.

a. Content

Content refers to the meat of a piece of writing, the main idea, and groups of related statements that a writer presents as a single unit to develop a topic. Content paragraphs should get the job done of getting ideas across instead of taking away from their special roles of transition, repetition, and emphasis.

b. Organization

It refers to the content's logical organization (coherence). It amounts to little more than an attempt to piece together a jumble of facts and ideas. Even in early manuscripts, the author may still be searching for order, attempting to identify material patterns, and attempting to align his subject's particulars with a purpose that is only partially formed.

c. Vocabulary

Vocabulary is the choice of words that go well with the subject matter. It starts with the idea that the writer wants to say what he or she wants to say as clearly and bluntly as possible. As a general rule, his or her main goal should be to be clear.

d. Grammar

The grammar of a language describes how the language functions. Without knowledge of grammar, a writer cannot make his or her language accessible to a large number of readers from various situations.

3. Process Writing

In the world of writing, writers require processes. Planning, drafting, revising, and editing are its four key steps as a personal activity (Richards and Renandya, 2002:315).

1. Planning

According to Richards and Renandya (2002), pre-writing is any practice that motivates pupils to write in the classroom.Writing by students about their own self-evaluation and ownership. They are educated on descriptive writings before being assigned a subject to describe. With the help of the concept, students can make use of the available time to describe the location or object in the text using paragraphs. Graham (2011) stated that pre-writing is written for actual goals and audiences, with many project evaluations, and that it occurs over a lengthy period of time.

2. Drafting

Students must produce their initial draft after attempting to establish their subjects and thoughts. Students need to be reminded at this point that the first draft needs to be given enough time. In order to be more evolved in their usage of flawless grammar, punctuation, or spelling, students should concentrate on organizing and developing their thoughts (Nunan, 2003). Another definition is based on Richards and Renandya's (2002) assertion that students only concentrate on writing fluency during the drafting stage and are not preoccupied with grammar or crisp precision.

3. Revising

According to Richards and Renandya (2002), students should reread their written work after receiving comments to see whether they have effectively conveyed their ideas to the reader. The revision process looks for grammar mistakes as well. Activities for revision include having students read aloud each idea before revision in pairs.

4. Editing

Students revise each other's and their own friends' writing. According to Richards and Renandya (2002), when students edit their work, they pay close attention to the usage of grammar, spelling, punctuation, diction, sentence structure, and the correctness of any supporting text material, such as quotes, examples, and the like.

4. Teaching Writing

Teaching is an act to transfer knowledge from teacher to students. The goal is for students to comprehend the teacher's explanation. Teaching is a methodical activity with several components that are all interconnected. It is critical to have strong management in the classroom for this to happen. To fulfill the teaching objectives, it is vital to pay attention to the teacher's skills, capacity to manage the class, and professionalism. Furthermore, teaching guides and facilitates learning by allowing pupils to learn and establishing learning conditions. Our knowledge of teaching can influence our strategies, methods, techniques, approaches, instructional styles, and educational philosophies.

Teaching is the interaction between teachers and students that takes place in the classroom. Teachers must employ skills and tactics to teach writing so that students can write texts. Teaching is defined as explaining subjects, assisting students, and creating circumstances for learning outside of the classroom (Lika, 2017). Furthermore, Teachers and students are crucial elements in the classroom's teaching and learning process. Teaching writing involves imparting knowledge to pupils based on the school's curriculum and syllabus regarding both the process and the product of writing.

According to Harmer (2004), Writing for learning is a role in which pupils write solely to improve their grammar and vocabulary acquisition. Students frequently have more time to consider when writing than they do when participating in oral activities.

Because students think when they write, they must concentrate on using correct language. As they solve issues written in their heads, this can stimulate their language development. However, because the students here are not writing to become better writers, but rather to help them study better,.

5. Problem in Writing

According to Adas and Bakir (2013) , The writing problems that students who write experience are numerous. Students only spell words they are already familiar with at first. Second, students only use the present tense in their writing. Third, because children have trouble structuring and composing texts properly, it can be difficult to understand what they write. Additionally, students find it difficult to engage with their friends, which results in no feedback for their writing.Finally, kids struggle to determine what is right or wrong when they read their writing aloud.

In addition,Al-Khsawneh (2010) stated that kids struggle with writing in English. Students believe that writing in English is foreign to them, thus they do not know how to order their thoughts effectively. Students in the Arab world speak very few foreign languages in their communities. As a result, students face numerous challenges when attending a university where the medium of instruction is a foreign language such as English.

Grammar, mechanics, and sentence construction issues are common writing issues that students encounter. Additionally, the diction issue kids have is a linguistic issue (Alfaki, 2015). Therefore, it can be inferred from a number of causes for writing issues that students themselves are to blame, such as their level of everyday English proficiency and their lack of writing practice.

B. DESCRIPTIVE TEXT

1. Definition of descriptive text

Description is a type of writing in which the author describes something that is generally a person or place. According to Bereton, who followed Agustin's statement, this was done to convey the description's key point and highlight the overall impression. One of the text types that must be taught to pupils in class XI SMA is descriptive text. (Curriculum Competency Standards for English Subjects for SMA/MA, Deptdiknas, 2004)

The purpose of descriptive text is to describe and reveal a certain person, place, or thing, or to aid the reader in picturing the description. An author uses descriptive words to describe what they have carefully observed. Kane is correct, according to Crimmon in Markamah, that descriptive writing is a method for painting a verbal portrait of a person, place, or thing. That is to say, we must provide all pertinent data in our descriptions of everything in order for the reader to fully comprehend what we mean.. Furthermore, McKay in Markhamah (2013) sayd that when we want to describe

something, we must be able to make the reader understand what we mean. McKay also mentions the most common types of descriptive to describe a process, describe an object, describe a place, describe a personality, and describe an event.

Descriptive text is a text that is intended to describe a particular person, place, or thing. The three components of the descriptive text structure are identification, description, and evaluation. Descriptive writing has its own linguistic traits in addition to the schematic form. The present tense, the use of specific actors, the use of connecting verbs, the use of adjectives, the use of relational and material processes are all linguistic characteristics of descriptive texts (Siahaan, 2015).

Descriptive text is a text that describes something in such a way that the reader or listener can experience it via all six of their senses, including appearance, smell, feeling, action, taste, and sound, as the writer did. The subject of the writing text in this instance is geography. Students must meet five requirements when producing a descriptive text: writing, developing ideas, organizing thoughts, grammar, vocabulary, and mechanics (Husna, 2013).

Descriptive text is a type of writing that consists of a description, characteristic, or definition of a person, thing, or event. Placing feelings and describing locations, things, and objects are other aspects of descriptive writing. Based on the outcomes of the students' writing examinations, the researcher will describe the students' abilities in this example to write descriptive texts (Husna, 2013).

2. **Generic Structure of Descriptive Text**

Knapp and Watkins (2005) assert that descriptive text has its own criteria for organization. Two components make up the generic structure of descriptive text:

a. Identification

The goal of this part, which is at the beginning of the paragraph, is to name the thing you want to describe. Before we discuss the thing's specifics in the following line, identification is important in introducing the reader to the object we wish to explain. An identification is a statement with only one main idea. Identification begins with a written description of the person or thing that will be described.

b. Description

The characteristics of anything you introduced to the reader in the first paragraph are contained in this section, which is found in the second paragraph and onward. It consists of a detailed description of the person or thing being identified. The description includes a specific quality about the person or thing being described.

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 struggle or make errors when writing descriptive texts. Therefore, students must use the following features when

using the genre will write descriptive text. Knapp and Watkins (2005) explain that descriptive text contains grammatical characteristics.These are present tense, adjectives, nouns, pronouns, action verbs, mental verbs, and participant-specific verbs.

C. MEDIA

1. Definition of Media

A medium (plural, media) is a communication and information resource. The term is derived from the Latin for "between" and refers to video, television, diagrams, printed materials, computer programs, and instructors. These are instructional media because they convey messages with an educational purpose. Media serve to facilitate communication and education between a source and a receiver (Arsyad, 1990).

Furthermore, Sadiman et al. (2002: 6) define media as "anything that can be used to deliver the message and message sender to the receiver, in order to stimulate the mind, feelings, concerns, and interests, as well as the student's attention, in order for the learning process to take place effectively and efficiently as expected."

In addition, According to the Association of Education and Communication Technology (AECT), all media and channels used to transmit messages and information fall under this category. From the viewpoints of the experts above, it can be inferred that the media serves as a tool, a means of distribution, an intermediary, and a liaison to distribute and deliver the word and the concept to the recipient. While

Media education is anything that may be utilized to transmit a message in order to stimulate students' thoughts, feelings, actions, interests, and attention so that the learning process occurs.

Besides that, The media is a tool or medium used to communicate messages from the communicator to the audience, according to the book Introduction to Communication Studies (Cangara, 2006: 119). Some psychologists believe that human senses like the sight and ears play the most important role in communication and the media. A message is information that the senses pick up and that the human mind then processes further to manage and formulate an opinion about something before action on it.

From the definition of these expert above, it can be concluded that The media is an excellent tool for piqueing students' interest in the lesson. Furthermore, by successfully communicating the subject, media can improve students' understanding and knowledge. However, in terms of teaching quality, the use of effective media to promote students' learning at school or outside of school is beneficial. Furthermore, the researchers found that the utilization of media can successfully allow students to extend their learning mind-set while also preventing students from becoming bored when studying English.

2. Instructional Media

According to St. Cloud State University (1997), instructional media includes all the tangible tools and resources a teacher could employ to carry out a lesson plan and help students accomplish learning goals.

The application of instructional media is an integral component of all teaching, and the availability and utilization of instructional media and technology distinguish superior institutions from inferior ones.Students claimed that instructors use learning media in teaching to help them comprehend what is being taught.The use of instructional media and technology can significantly expand the learning opportunities available to students (Munneweyi, 1996).

In accordance to the theories from St. Cloud State University and the University of Saskatchewan, instructional media can increase students' knowledge to enhance learning goals.

In conclusion, The purpose and goal of using instructional media is to get students interested in something new connected to what they are learning in or out of the classroom. To balance the modernization of what is already there, students need to be creative and original. But teaching materials are one of the ways that students learn.

3.Kinds of Media

As we all know, teaching media includes any tools or aids that a teacher or student may utilize to accomplish specific educational goals. Afterward, the instructional media can be categorized.

According to Mahajan (2012:6-7), there are seven categories for media, including:

a. *Graphic Media*: any printed materials. books, images, photos, maps, charts, posters, graphs, and diagrams, for instance.

b. *Display Media*: a board that is used to display information to a small group, such as a peg board, chalkboard, or bulletin board.

c. *Three Dimensional Media*: A three-dimensional media. For instance, models, items, specimens, and puppets.

d. *Projected Media*: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

e. *Audio Media*: Media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.

f. *Video Media*: this media media combines auditory and visual elements, such as television, videocassettes, CD, and computers.

g. *Activity Media*: media that can elicit an action. Field tours, for instance, as well as dramatization, demonstration, and role-playing.

According to Sahid (2010:3), the following categories apply to teaching media:

a. *Visual Media*: media that may display information that can only be read and seen. As an illustration, consider a picture, photo, graphic, diagram, poster, cartoon, comic, etc.

b. *Audio Media*: the media, which can display information that is just audible. Radio, tape recorder, language lab, MP3 player, etc. are a few examples.

c. *Projected Still Media*: the media that require a projector to display information about no-movie/writing. Power Point slide, microfilm, and other examples.

d. *Projected Motion Media*: the media that require a projector to display information to convey writing/movie news. For instance: video (VCD, DV, VTR), computer, television, etc.

According to Leshin, et al. in Arsyad (2009:36), there are also five categories of teaching media: (1) human-based media (teacher, instructor, role-play, group activity, field trip); (2) printed-based media (book, guideline, workbook, paper); (3) visual-based media (video, film, slide-tape program, television); and (5) computer-based media (interactive video, hypertext). Additionally, Rusman grouped educational media into six categories: (1) Visual media, (2) Audio media, (3) Audio Visual media,

(4) Group presentation media, (5) Object media, and (6) Interactive computer-based media (Kusantati et al., 2014:38).

4. **Type of Media**

The media is a method of communication that is used to disseminate information. News media, social media, and digital media are the three categories of media that are regularly used (Amelia,2021).

a. **News media**

News media uses aspects of mass media to communicate news to a specific audience or the broader public. It is any written material or content about you or your organization that you did not develop or pay for yourself. Instead of paying for advertising, your company may earn a Forbes story. In today's environment, earned media can take many new forms, such as being included in a review (including negative Yelp reviews) or having a tweet about your company liked and retweeted.

b. **Social media**

Social media is a digital tool, such as a website or app, that allows users to generate and share material with the public rapidly and effortlessly. It is called "evolving" media since its definition is always changing. Shared media is content

shared on social media about your brand, such as Pinterest, Twitter, Instagram, Facebook, and LinkedIn.

c. Web media

Web media is a type of communication that makes use of audio, text, and graphics on the internet. Web media includes things like films, photographs, and graphics. You own the content since you created it. Podcasts, websites, blog entries, and videos are examples of popular owned content today. Owned media can also include content developed by your staff, as long as it is documented in a contract signed by both sides.

D. INSTAGRAM

1. Definition of Instagram

Instagram is a social networking platform that allows users to capture and share moments (Warda & Armeria, 2019). Instagram offers a forum for users to communicate, exchange ideas, and find answers to problems, which can lead to collaboration and conversation among Instagram users (Mansor, 2016). As a result, Instagram appears to offer a perfect setting for foreign language learners to develop descriptive writing.

Users of the connection can interact with each other by following each other's profiles, which allows them to access information placed on these accounts and respond

in the form of comments or 'likes'. Like is a tag that users can use to indicate that they like an image. When a person follows another user, all posts from that user's New Feed are displayed. Instagram users can also privately message each other via Direct Messages. This facility allows users to engage in synchronous and asynchronous communication, both publicly and privately.

Instagram profiles with the default settings can be seen by anyone who uses the site. There are also privacy settings that allow only approved followers to see a person's profile. Students who are learning English can use this new way to read and write to improve their writing skills. It's important to use these techniques and keep practicing them outside of the classroom. This keeps students interested and prepares them for the mobile and social web technologies that are always changing. Most of the time, students can read and write on Instagram through picture descriptions, comments, and direct messages.

Captions on Instagram consist of a few sentences used to elucidate images or videos and to interact with what users want. Because Instagram users want to convey information or messages about how they feel and what they do, the scope of Instagram captions has grown. This Instagram caption is therefore an ideal location for descriptive text. Using descriptive text, users can characterize the images and videos they post.

Instagram has many features and functions that encourage students to write. One of the benefits of Instagram as a social network is that it helps students improve their descriptive and idea-gathering skills, resulting in better descriptive paragraphs.

2. Features of Instagram

There are many features in Instagram. According to Sofiyah and Etikaningsah (2018), Instagram features that can facilitate the learning process are as follows:

1. Photo and video sharing

Instagram enables users to capture photos and videos through the application or by importing photos and videos from the camera roll. Additionally, users can add captions. It can provide information regarding the image or video that has been uploaded.

If it is applied in learning process, this feature of uploading and captioning photos and videos is particularly useful for teaching students how to write effectively.

2. Social network

Instagram, like any other social network, is built around social interactions, such as having friends or followers. By following others, users can become friends. Users will see the nickname, profile image, how many photos or videos have been submitted, and how many followers and followers the account has at the top of the

profile. When users follow someone, they can see their friends' videos and photos in their news feed.

Moreover, users also can give like or comments on those feed. In addition, Users can communicate with one another via direct message. Instagram has the potential to provide language educational services since it allows students to effectively learn how to talk and speak in a language.

3. Instagram as Media in Teaching Writing Descriptive Text

Instagram is one of the media, Using English-learning media will be better and more successful, and it can help students understand English better.Media-based learning can help teachers teach more effectively and get students interested in and ready to learn.

According to Warda and Armeria (2019), Instagram is an ideal platform for learning to write descriptive text. Students can explain images based on real-world scenarios, preventing them from becoming exhausted during the learning process. Teachers can utilize social media not only for communication but also for instructional purposes.

The use of Instagram as a learning medium is one way that makes it easier for students to learn descriptive text. Because Instagram is used to share moments such as images and videos, descriptive language is text that describes the object collected. The

learning process will be simplified if teachers use Instagram as a learning medium, particularly while learning descriptive texts (Warda & Armeria, 2019). They will also be more interested in studying English. As a result, using Instagram as a social media platform can boost student achievement (Salikin & Tahir, 2017).

Teachers can also utilize Instagram to ask students questions about photographs of famous persons (Handayani, 2016). For example, ask students who the person in the snapshot is and provide 1-2 interesting facts about that individual. This project can also be used to teach pupils how to describe a specific person. Students are given the choice of sharing and posting their favorite celebrity. They were asked to give a description of the individual. It could be related to physical appearance or psychological attributes. Then, other students can share their thoughts about renowned people.

E. PREVIOUS STUDIES

Many previous studies are relevant to this study. First is caried at by Soviyah & Etikaningsih (2018). This study employs an experimental research design to examine the impact of Instagram usage on students' ability to produce descriptive text. 50 pupils from a private high school in Yogyakarta served as the research sample for this study. The experimental group and the control group were both participants in this investigation. Utilizing t-test calculations and descriptive analysis, data were statistically examined. The findings revealed a substantial difference between students who received instruction utilizing Instagram and those who did not in terms of their

writing scores. At points 80.04 and 76.68, the experimental group's post-test mean was greater than the control group's post-test mean. In other words, using Instagram to teach writing descriptive text is effective .

The second study was conducted by Handayani et al. (2018). This research is about the effect of using Instagram on the writing ability of EFL students. The researchers utilized a non-experimental, pre-experimental study design. The research was conducted on two classes The Department of English at State University of Malang offers a course entitled Argumentative Writing. This research utilized two data collection instruments: a writing test and a questionnaire. The writing examination consisted of a pre-test and a post-test. On this examination, students were required to compose an opinion essay. A paired sample t-test was utilized by the researcher to analyze the pre- and post-test data. Consequently, there is a significant gap between the two test outcomes. On average, the post-test score was 15 points higher than the pre-test score (17.83, 12.84). In conclusion, students who are taught to use.

The third study was conducted by Warda & Wijaya (2019), The researcher in this study employs experimental research in quantitative methods, with experimental and control groups. There are actual experiments included in this study. The researcher uses Instagram as a form of social media to instruct students on how to write descriptive texts and hone their writing skills. Students at Barunawati Junior High School made up the data sample. To gather the data for this study, exams, tools, and rubric assessments

were used. The result showed that teaching writing descriptive text using social media "Instagram" to improve students writing ability is effective.

There are some similarities and differences between this study and earlier investigations. The parallels are primarily in the use of Instagram to teach writing. The contrasts are that they use Instagram as a media platform at different levels of education, schools, research design, and data analysis. Furthermore, earlier studies nearly completed the research at senior high school and junior high school levels. But this research just uses Instagram in senior high school. So, the researcher would conduct the present research entitled "The Effectiveness of Instagram as Media Teaching Writing Deskriptive Text Of Tenth Grade at SMAN 1 Kandat".