

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of theory which support this study. The discussion focusses on writing, recount text and instagram application. In writing, it will discuss about definition of writing, writing process, skill in writing, purpose of writing and teaching writing.after that there is Rview on Genre. In recount text, it will discuss about the definition of recount text, purpose of recount text, the generic structure of recount text, the kinds of recount text and the language features of recount text. Then, review on Media. In Instagram, it will discuss the definition of instagram, the benefit of Instagram, teaching writing Recount Text using instagram and features of instagram. Then the last is about teaching writing using Instagram.

#### **A. Writing**

##### **1. Definition of writing**

Writing is one of the important skills to master by the students. They use it to communicate each other. According to Tricia Hedge (1988) writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation. So the writer should be able to write an effective and good writing in order to make the reader understand by developing and organizing writer's ideas, vocabulary, grammatical, and sentence structure. As far as i am concerned, writing is the most difficult skill in English. Based on Oshima & Houge (1997: 2) state that writing is progessive activity which is open with the result of thinking

what the writer going to say. After finishing write a text, the writer should read their own writing or the draft and make correction. So writing is not one step action.

Writing need more one step to make the draft being good and understandable for the reader, it means that writing is the most difficult skill in language especially in English. According to Scot and Ytreberg (2010: 63) said that there are difficulties in writing in the foreign language. Writing needs some process of thinking. It means that students need to gather ideas to write have a number to write a good story or text. Spart et all (2005: 27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing drafting, editing, producing another draft, and proof reading or editing again. Those step can help the students in writing process.

## 2. Writing Process

Writing is not an instant process. It takes time and steps. According to Brown (2001: 348) there are three main stages in writing process, there are pre-writing, drafting, and revising. Langan (2005: 17) stated that the writing process includes four stages, pre-writing, writing the first draft, revising, and editing. From Betty Mattix (2003: 9) also mention four stages of writing process. Based on the some theories contain similar ideas meaning that when the students produce their writing, they will go through between the stage of make a draft, revision until finishing final draft.

In the writing process, there are four basic writing stages, they are planning as pre-writing, drafting, revising and editing stated by Richards and Renandya (2002: 316). The four basic stages in writing are :

a. Pre – writing

In this step, pre-writing is any activity in the classroom that encourages students to write (Richards and Willy A. Ranandya, 2002 : 316). It stimulates thoughts for getting started. According to Dorothy E (2003: 5) the writer who begin writing and decide what they are going to write about. Then they plan what they are going to write, this process called pre-writing. In the pre-writing there are some strategies and techniques for generating idea based on Langan (2005: 23), such as :

1. Free writing

free writing is writing without stopping. Write whatever comes into your head about the topic. The purpose of free writing is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, or organization.

2. Questioning

In questioning the writer generates ideas and details by asking questioning about the subject. Such questions include why? When? Where? Who? What? And how?

3. Making a List

Make a list also known as brainstorming, brainstorming is a way of gathering ideas about topic. The writer collects ideas and associate the ideas that have been listed.

4. Clustering

Same as making a list, clustering also known as mapping. It is another strategy that can be used to generate material for a paper. This method is

helpful for people who like to do their thinking in a visual way because clustering itself is making visual map of the ideas.

b. Drafting

At the drafting, students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). In this case the students begin to write down their ideas based on composition the main ideas in pre-writing stage, and also they can consult their ideas to the teacher and ask their help to arrange the sentence structure.

c. Revising

Revising is a process when the writer rework the rough material of the draft to get it in shape. Here, students rewrite their draft after getting feedback from the teachers. Revising not only about checking for language errors the students' writing but it is done to improve global content and the organization of ideas that the reader can get the writer's idea.

d. Editing

Editing is the last process of writing. In this process, the writer should correct the errors that they made especially in grammatical errors. The writer should edit more than once in order can be free of errors. However students not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, prior to submit their work for evaluation. At the last stage, students are engaged in fixing their text as they prepare the final draft for evaluation by the teacher.

They edit their own for grammar, spelling, punctuation, diction, and sentence structure.

After the teacher gives some comments for their writing, the students correct again before it given to the teacher for final evaluation. Based on the process of writing above, it can conclude that the students have to know and follow the steps in writing. They have to understand how to write properly based on the rules and steps in writing skill.

### 3. Macro and Micro Skills of Writing

According to Brown (2003: 220) states that micro skills of writing are most appropriate to imitative and intensive types of writing task while macro skills of writing are essential for the successful mastery of responsive and extensive writing.

There are some points of macro skill of writing as follows :

1. Use the rhetorical forms and conventions of written discourse
2. Appropriate accomplish the communicative functions of written text according to form and purpose.
3. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific reference in the context of written text.

6. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Brown (2003: 221) also stated some points of micro skills of writing as follows :

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, plural, patterns and rules).
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Based on the definitions above, English writing skill is an ability to express the idea. Macro and micro is a part of writing. That is appropriate to imitative and intensive types of writing task, and essential for the successful mastery of responsive and extensive writing.

#### 4. The Purpose of Writing

For the most students, writing in English need more time and need somethings interesting to build their ideas. According to Vicki Urquhart (2005: 18) there are four of writing purposes. Such as :

a. To Inform

The purpose for writing to inform is to share facts and other information. Information texts such as reports make statements that are supported by facts and truthful evidence. The text that has the purpose to inform something can be called informative writing.

b. To Explain

The purpose for writing to explain is to tell *what*, *how*, and *why* about a topic. An example is to explain in writing how to do or make something.

c. To Narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle and end. Examples are fictional stories and personal narratives.

d. To Persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in order to get the audience to agree, take action, or both.

## 5. Teaching Writing

Teaching English in Junior High School includes four language skills such as reading, writing, listening and speaking. All of the skills are related to each other. According to Harmer (2004 : 31 – 32), writing is one of the four skills that always formed part of the syllabus in the teaching of English. Writing is used as a means of reinforcing the language that has been taught.

According to Harmer (1998 : 73) there are four reasons for teaching writing to students of English as a foreign language :

1. Reinforcement

Some students acquire language is purely oral way, but most of them benefit geatly from seeing the language written down. Students often find it useful to write sentences using language shortly after they have studied it.

2. Language Development

The actual process of language helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the going learning experience.

3. Learning Style

Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quite reflective activity instead of the rush and brother of interpersonel face – to – face communication.

4. Writing as Skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc, they also need to know some of writing special conventions such as punctuation, language development and learning style.

## **B. Review on Genre**

### 1. Definition of Genre

According to Nunan (1993: 43), genre refers to a purposeful, socially constructed communicative event. Most event result in the text (that is, pieces of oral or written communication). These are all different text types, which have different communicative function. Each has its own distinctive linguistic characteristics, and its own generic structure.

### 2. The Kinds of Genre

According to Anderson (1997: 3) there are ten kinds of genre, such as :

#### 1. Recount

It is kind of genre that its social function is to retell event for the purpose of informing or entertaining.

#### 2. Report

It is kind of genre that has function to describe that way things are with reference to range of natural, man-made and social phenomena in environment.

#### 3. Discussion

It is a kind of genre that has function to present at least two points of view about an issue.

#### 4. Explanation

The social function of explanation is to explain the process involved in the formation or working of natural or socio-cultural phenomena.

#### 5. Exposition (analytical)

It is a text that its social function is to persuade the reader or listener that something is the case.

#### 6. Exposition (hortatory)

It is a text that its social function is to persuade the reader or listener that something should not be the case.

#### 7. News item

It is a kind of genre that has a social function to inform reader, events of the day which are considered newsworthy or important.

#### 8. Anecdote

It is a text that has social function to retell an event a humorous twist.

#### 9. Narrative

It is a kind of text that has social function to amuse, entertain, and to deal with actual or vicarious experience in different way.

It deals with problematic events which lead to crisis or turning point of some kinds, which in turn finds resolution.

## 10. Procedure

It is a text that has social function to describe how something is accomplished through a sequence of actions or steps.

Based on the explanation above, it can be concluded that genre is a text type that contains functions and messages or serves that is served in written text.

### **C. Review on Recount Text**

This part describes about definition of recount text, purpose of recount text, the kind of recount text and the generic structure of recount text.

#### 1. Definition of Recount Text

One kind of texts that is learned by Junior High School students is recount text. Recount text tells a story that happened in the past. According to Anderson (1998: 24) explained that a recount text is a piece of text that retells past events, usually in order in which they happened. Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of an event. Besides its most common purposes are to inform and to entertain.

In other words, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader.

## 2. The Purpose of Recount Text

According to Derewianka (2004: 18) stated the purpose of a recount is to list and describe past experience by retelling events in the order in which they happened (chronological order). To achieve the purpose, the text will move through different states :

1. An orientation letting the reader knows who is involved, where, when, etc.
2. The retelling of a series of events in cronological sequence.

Recount are written to retell events with the purpose of either informing or entertaining their audience. Frequent use is made of words, which link events in time, such as next, after, when, then. After before, first, at the same time. It describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

Based on the statement above, it can be concluded the purpose of recout text is to inform or entertain the reader. In orientation the reader can fine where or when, it happened. In chronological sequence the reader found that action word to know more details.

## 3. Generic Structures of Recount Text

According to Wardiman (2008: 61), there re some steps for constructing a recount text. They are :

1. Orientation

It is introduced the main characters and possibly some minor characters. Some indications is generally given of where or when the action happens.

## 2. Event

Events are where the researcher tells how the characteristic to the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened).

## 3. Reorientation

Reorientation or personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional

## 4. The Kinds of Recount Text

Recount text classified into three. They are personal recount, factual recount, and imaginative recount (University Canberra, 2011: 26).

### a. Personal recount

Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of the personal recount are to inform and to entertain the reader.

### b. Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or even, such as an accident report, eyewitness, science experience, historical events, and newspaper report.

Its purpose is just to inform the reader about what was going on in the past.

c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means the event that happened in the text do not occur in the real life. Its purpose to entertain and it usually can be found in textbook.

5. The Language Features of Recount Text

There are some language features of recount text, as follows :

- a. Usually written in the past tense. Some forms may use simple present tense.
- b. Word that show the order of events (then, next, first, afterwards, at last, meanwhile)
- c. The subject of the recount tends to focus on individual or group participants
- d. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

**D. Review on Media**

1. Definition of Media

Media is an important role in teaching and learning process. Media are needed to reach the objectives of teaching learning process. The teacher should use various media to teach students. Komza (1991 : 2)

defines that media can be defined by technology, symbol systems, and processing capabilities. Medias are tools used to convey the information from the sender to receivers. While according to Usman and Asnawir (2002 : 12), media are anything used to send message from the sender to receiver, so it can arouse the learners' thought, feeling and interest to gear the students' learn. Using media creatively will make students to study better and can increase their performnce in accordance with the goal that they want.

Based on the definition above, it can be concluded that media is a technology or tool used to send some information from sender to receiver. Related to the teaching learning, media are tools which have important functions to support teaching – learning process in the classrooms and they help the teachers transfer the knowledge to the students.

## 2. Kinds of Media

There are many kinds of media. According to Murcia (2001 : 462), said that there are two kinds of media. They are nontechnical media and technical media.

- a. Nontechnical Media are media which are non-electricity, low in cost, simple and easy to use to use in the classrooms. These media include blackboardss, flashchard, maps cartoon pictures, puppets, newspapers, magazines, etc.
- b. Technical Media are media which need electricity, costlier, high technology, and can bring the outside of the world in all

complexities into the classroom. These media include record players, audiotapes, CD players, radio, television, video players, computers, slide projectors, etc.

Based on the statement above, it can be conclude a good media can help the teachers to achieve the teaching learning goals. It can be facilitated process learning to understand of materials.

### 3. Advantages of Media

According to Sudjana and Rifai (2012 : 43) there are some advantages of using media in the teaching – learning process. Those are :

- a. To increase the learners' motivation because the learning process is more interesting.
- b. To make the learners easy to understand the instructional materials.
- c. To make the teaching – learning process more systematic and various.
- d. The students will do more activities in the learning process so it can avoid the learner boredom.

Based on the statement above, it can be conclude media is a tool which has an important function to help or support teaching learning process. The climate, conditions and the learning environment is created by the teachers.

## **E. Instagram as Teaching Media**

There are many kinds of media which can be used in teaching learning process. One of them is picture on instagram. Instagram is completed with many features. User can write notes, post comments, chat with direct message, upload photo, download, share video to all instagram users. Instagram is the popular social networking site which most of people familiar with it. Everyone can use it, from children until adult.

The picture are one of the solutions that can help the teachers to explain language and construction. The teachers are able to cope with the problems in teaching English. A picture is an illustration that can be used as two dimensional representation of person, place or thing. It means that picture is one of the media of communication that can show people, place and thing that are far from us. Picture can make anyone getting clearer ideas or information than language term.

The use of instagram as a learning media helps students in producing text. The instagram feature can be used as a medium to express writing ideas. The teacher can give instructions to arrange sentences according to the picture, give feedback on the results of other colleagues'

This part describe about definition of instagram, advantages and disadvantages of instagram. Based on Gisty Listiani (2016)

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

Instagram is one of social networking media. Soacial networking that the use of a website to connect each other who has similar interest, hobby, school etc. since instagram was invented in 2010 by Kevi Systrom. Instagram is a fun and quick way to share one's life with his or her friends through a series of pictures,

snap a photo with a mobile phone, then choose the a filter to transform the image into a memory to keep around forever.

Instagram was created by Kevin Systrom and Mike Krieger, and was launched in October 2010. The service rapidly gained popularity, with over 100 million active users as of April 2012 and over 300 million as of December 2014. Instagram is impressive with its amazing features to support people's purposes related to daily needs and education. Moreover, instagram can be used as learning media due to its supporting features, such as:

#### (1) Photo Sharing

Instagram allows the user to take pictures within the application or use photos that already exist in user's camera roll. Users can give their photo a title, which is helpful and fun. The title itself can make people curious about what is actually going on.

#### (2) Social

Instagram, like any other social network, is based on having friends or followers. On Instagram, users 'follow' people. At the top of the profile (or anyone's profile) the user will see the username, profile pic, how many photos have been uploaded, how many followers the account has, and how many they are following. When users follow someone, their photos show up in their stream. The other things people can do here are 'like' photos and comment on them. Both are appreciated. People ask questions in the comments, like "where was this taken" or "what application did you use for that?" It's currently a very friendly community.

### (3) The Community

People's experience on Instagram has been extremely enjoyable. Instagram connects people around the world. It's a very global community and has many advantages for students to express their feeling by writing something. It means when students are involved in a community they will try to make better move, in this case is their product in writing recount text.

### (4) An Education on our Shared Humanity.

Those features of Instagram are great opportunity to teach students writing skill. Students involve in a good atmosphere of writing recount text because when working on their project they will get better insight from the picture uploaded. Pictures make them think wider and will support them in arranging a text in provided space because what they write is based on their personal life's experience.

## 2. The Benefit of Using Instagram

Instagram can provide flexibility for students to express so they are interested in interacting in it (Salomon, 2013). There are several features that allow students to upload photos, videos and communicate via the available comment fields. The photo sharing feature is the most popular part. Students can take pictures with their cellphone camera that share them with other friends right away.

The feature in Instagram make it easier for students to remember where, with, whom and when the photo was taken because on Instagram

there is location, date and tag someone. In addition, social features also strongly support users to socialize. By following another account, each upload will appear automatically on their main page. Thus other friends can provide comments regarding the upload (Listiani, 2016). Giving each other comments on photo or video upload can create a learning community (Lao & Gonzales, 2005). Through these features, it can provide experience and time to students to write specifically on the recount text.

Based on the definition above, it can be concluded that there are many benefits that can be learned through Instagram. Students can express their interest on Instagram using features that can be reminiscent of writing their description on their profile etc.

#### **F. Teaching Writing Recount Text Using Instagram**

In the process of learning and teaching, the teacher can use a good media to support the process. The teacher has to think the appropriate and effective media that will be used in the teaching and learning process. In this research, the researcher will use picture on Instagram as media in teaching writing recount text. Picture creates the situation for learning in the class to be interesting. According to (Kreidler, 1965 : 41) stated that the ultimate of writing is to give the students the opportunity to express their own ideas clearly, using patterns they have learned. Teaching writing by using picture can lead to interesting learning for students.

The procedure of using Instagram, students uploading story or post some pictures or video on the timeline Instagram. The picture or video give features on Instagram (e.g location, time, emoticon, tag, hashtag etc)

then, students make a recount text on their paper depend on their picture or video post. The other students can give comment or suggestion about their post.

Based on the definition above, it can be concluded students can learn recount text via instagram. By using the photos they have, then posting them to their account. Then, write a description on their picture. The photo taken shows the events that have accured, in writing description using verb

2. That is one of the language features in the recount text

### **G. The Features of Instagram**

Instagram is a social media application that allows users to share photos and videos from their live, add captions, edit filters, explore and creat etc. instagram has five main menus all located at the buttom (Atmoko, 2012 : 28) are as follows :

1. Home page

Home page is the main page that displays (timeline) photos the lasts from fellow users who have been followed. How to view photos is just that by sliding the screen from bottom to top like when scrolling mouse on computer. Approximately 30 recent photos loaded when users access the application, Instagram just limit the latest photos.

2. Comments

As a socil networking service, Instagram provides a commentary feature, photos in instagram can be commented in the

comments column. Way to press icon marked with a comment ballon under the photo, then written impressions about the photo in the box provided after that press send button.

### 3. Explore

Explore is the view of the most popular photos favorite instagram users. Instagram uses a secret algorithm for determine which photos are included in the explore feed.

### 4. Profile

User profiles can know in detail about user informtion, either from users or other users. Profile page can be accessed via the business card icon in the far right main menu. This feature displays the number of photos that have been uploaded, the number of followers nd the number of following.

### 5. News Feed

News feed is feature of notification to the variety of the activities conducted by the instagram user. News feed has two types of the tabs “following” and “news”. According to Atmoko (2012), there are some parts that should be filled in order photo in upload has the meaning of information, parts of it namely :

#### a. Title

Title or caption photo is to strengthen the character or message who want to be delivered in the user.

#### b. Hastag

Hastag is a symbol marked fence (#), feature fence this is very important because it is very easy users to find photo on instagram with hastag certain.

c. Location

Location is feature showing the location where users taking a picture. Although instagram called services photo sharing, but instagram is also a social network because the user can interact with each other users.

Based on the features above, it can be concluded that, there are many features that has been provided instagram. Every feature has a function respectively. Features can help to organize and manage to be favorite post.

## **H. Previous Studies**

Previous studies are results of research that has been conducted by other previous researchers, in this part the researcher shows some related researches which also talk about teaching strategies are applied by the teacher in teaching writing Recount Text. Those studies are explained as follows :

The first study is a research conducted by (Tutut Pratiwi, 2017). The Effectiveness of Using Picture Series in Teaching Writing Recount Text) based on the research, Picture Series is more effective than the direct learning model on the writing of recount text for eight grade of Junior High School One Tulungagung.

The next study comes from (Fenny Yustika Seli, 2014), The Effectiveness of Using Social Networking Site in Teaching Writing of Recount Text). Based on the reserch, by using social networking site actually

the researcher used facebook as the tool can improve the teacher skills, student activities and writing recount text skills of eight grade students of Junior High School One Tulungagung. In other study to get students' mastery in Writing Recount Text, a researcher using Social Networking Site of Facebook to increase students motivation, it make the students more interesting in teaching learning and also to know the effectiveness of students mastery in writing recount text.

Stated Handayani (2016), 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.

Purwandari (2017), this research was an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using instagram as media which is significantly different from those who are taught without instagram. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran. In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using Instagram and the control group was taught without Instagram. After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that the t-value is

higher than the t-table. It proves that there is a significant different achievement between the groups which taught using Instagram and using conventional teaching. Based on the result of this study, it is concluded the application of Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

In the other previous study of Advances in Social Science, Education and Humanities Research of Internasional Conference on English Lnguage and Teaching (ICOELT 2018) entitled Enhancing Accounting Students' writing Skill Through Instagram stated that there is a significant difference of the students' result in writing skill by Fenny Thresia (2018), from the mean score pretest is 57,46 increase into 74,20. The researcher stated that the use of the Instagram Application in teaching writing recount text is considerably effective for enhancing students' ability in writing a recount text.

From the previous studies above, this present research has difference in teaching media and material. So this research try to know the effectiveness of Using Instagram Application can make the students very interested and joyful in writing recount text.