CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher applied some of related theories of this study which are needed to support the researcher's idea namely writing, teaching writing, descriptive text, media in teaching, instagram, teaching writing descriptive text using instagram, and the last is pervious study.

2.1 Writing
2.1.1 Definition of Writing

According to Hedge (2005:7) that writing is require number of things: a high degree of organization in the development such as information, ideas or arguments; a high degree of accuracy so that there is no ambiguity meaning in the text. In addition, the use of grammatical devices for focus and emphasis also selection of the vocabulary, pattern of grammatical and sentence structure which is appropriate with the subject matter. Based on the theory that writing is not only written activity without good pattern of sentence but writing is an activity that learner have to mastered the grammar also can choose appropriate vocabulary, so it make reader not confused with the text. Furthermore based on Hyland (2003:3) writing is complex structure that can only be learned by developing the ability to using lexis and grammar.

2.1.2 Element of Writing

In writing there are some elements that influence writing. According to Heaton (1998:135) that there are consists of five elements necessary for good writing which are; Language use which the capability to write correctly and using appropriate sentence. Second, Mechanical skills is the capabilities to use correct those conventions peculiar to the written language, e.g. punctuation and spelling. Third is Treatment of content which be able to have creative think and develop thoughts. The fourth is Stylistic Skills. It is the ability to use sentences and paragraphs also use language effectively. The last, Judgment Skills is the ability to write with appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and relevant information.

2.1.3 Kind of Writing

According to Brown (2004:219) there are three kinds of writing, namely:
a. Academic Writing

According to Oshima and Hogue (2007:3) academic writing is kind of writing that is used in high school and college classes. Examples of academic writing:

1. Papers and general subject reports
2. Essay, compositions
3. Academically focused journals
4. Short answer test responses
5. Technical reports (lab. Reports)
6. Thesis or dissertation

b. Job related writing

According to Brown (2001:346) that quite a variety of real writing an take place in students studying English to advancement in the occupation.

Example of job related writing:

1. Messages (phone message)
2. Letters or email
3. Memos
4. Reports (job evaluations)
5. Schedule, label, signs
6. Advertisements and announcement
7. Manuals

c. Personal writing

According to Brown (2003:346) that while certain tasks that can be somewhat contrived, nevertheless the genuine of exchange the information can happen.

Example of personal writing:

1. Letters, emails, greeting cards, and invitation
2. Message and notes
3. Calendar , shopping list, medical report
4. Form, questionnaires, medical reports, etc
5. Financial documents
6. Fiction e.g. poetry

2.1.4 Types of Writing Performance

According to Brown (2001:343) there are some types of writing performance is by comparison, limited. Consider the following five major categories of classroom writing performance are:

1. Imitative or writing down

First students will simply "write down" English letters, words and some sentences at the beginning level of writing learning in order to learn conventions of the orthographic code. Some forms of dictation fall into this category although dictation can serve to teach and test of higher-order processing as well.

2. Intensive or controlled

Intensive writing typically appears in controlled, written grammar exercises and this type does not allow much, if any creativity on the part of the writer.

Controlled writing form is to present a paragraph to students which they have to modify a given structure throughout. For example, they asked to change present tense into past tense such a case students may need to change other time references in the paragraph.

Then guided writing is the teacher's control but still give stimulators. For example, the teacher asks students to tell a story just viewed on a videotape by asking them a series questions such "Where does the story take place?" describe the principle character. What does he say to the woman in the car? This type is referring to this study which is teacher use it to treatment.

Last is dicto-comp which paragraph is read normal speed in two or three times, then teacher asks students to rewrite the paragraph. In addition, the teacher, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

3. Self-writing

This type may be devoted to self-writing, or writing with only the self in mind as an audience. This category in classrooms is note-taking, where students take notes during a lecture explanation. Diary or journal writing also includes this category which students records thoughts, feelings and reactions and which lecturers give comment as respond to students.

4. Display writing

For students who learn English, short answer exercises, essay examinations, and even research reports will involve an element of display. One of the academic skills that they have to master is whole of display writing techniques.

5. Real writing

In this type has purpose to genuine communication of message to an audience in need of those messages. There are three subcategories illustrate how reality can be injected. First is academic which groups of students opportunities to convey genuine information to each other.

Group problem solving tasks especially relate with recently topic may have a writing component in which really sought and conveyed. Second is vocational or technical which real writing can take place in classes of students studying English for demand of their occupation. Third is personal. This type is including diary, letter, post card, notes, personal messages and other informal writing.

2.1.5 Process of Writing

According to Linse and Nunan (2005:101) Writing process approach involves steps that necessary to produce a good quality final of writing. Teacher helps students as balance role of the writing process and product. The process begin with choose the topic about what they want to write and collecting ideas. The last step is publishing. Process writing according to Linse and Nunan (2005:101) these are some steps how to process of writing:

1) Prewrite

This is the first step of writing process. They have occasion to prepare what they want to write based on their idea. If they ready with their own idea, they can write it without hesitation or worry.

2) Write

Second step after prewriting is writing. After they have done with their prewriting, they can write down all of their own ideas. At this point, they can write any their own idea that relate to the topic into some of paper. They can be added or arranged the idea relate to the topic. They do not worry about the form even the order. The purpose of this point is to get the idea on the paper as quickly as possible.

3) Revise

Next step is revising. It happens when students look for feedback from expert or teachers. Teacher is being copyeditor and fixing all spelling and grammar errors of students work. Teacher helps students to make them interest in writing and comprehensible to the reader.

4) Edit

In this step they (students, learner) with the help of expert or teacher they make sure that their work there are not any error grammatical or content error or spelling error.

5) Publish

The last process is the result of their work is rewritten in a published or presentable form. They can share it with others. With publishing can be a great motivate for them.

2.2 Teaching Writing

According to Harmer (2004:41) there are several performs before, during and after the students writing such as; Demonstrating which students should be aware of writing conventions and genre constraints in specific types of writing. Teachers have to be able to draw some features to their attentions. Second is Motivating and provoking were students writers often find themselves lost words, especially when they do creative writing task. Then, teacher helps them provoking the students into have ideas, make them enthusiast with the value of the task and persuade them what fun it can be. Third, supporting which teacher have to extremely supportive when they are writing always available except during exam, and help students to overcome students problem or difficulties. The fourth is responding. It is the way of teachers reacts to students' work that divided into two main categories which are responding and evaluating. Teachers do not have to judging students works as a finished product. The last is evaluating. When teachers evaluate students work for test purpose, teachers can show where student mistake, teachers may award grades and teachers can use it to grade students but also as a learning opportunity. In addition, teachers can give highlight and give correction in students work.

2.2.1 Principle of Teaching

According to Brown (2001:54) there are 12 principles of an approach to language teaching that divided into three aspects which are cognitive principles, affective principle and last linguistic principles. Cognitive principles are relates mainly with mental and intellectual functions. In cognitive principles consists of automaticity, meaningful learning, the anticipation of reward, intrinsic motivation and strategic investment.

Affective principles are characterized by a large proportional of emotional involvement. Then in affective there are four principles which are language ego, self-confidence, risk-tasking, and the language-culture connection. The last is Linguistic principles of language and teaching which center on language itself and learners deal with the complex linguistic systems. Linguistic principles consists of the native language effect, inter language, and last communicative competence.

2.2.2 Principle of Writing

All of these characteristics of the written word, with microskills and research issues. According to Brown (2001:346) there are several principles of writing techniques namely:

a. Incorporate practice of "good" writers

There are some practices to be a good writer that has a writing goal in it, consider kinds of things that efficient writers do, namely:

    a) Focus on main idea in writing

    b) Perspective gauge the audience

    c) Planning to write

    d) Let first idea flow onto the paper easily

    e) Write with follow the general organizational plan

    f) Collect and utilize some feedbacks

    g) Good writers are not wedded to certain the structure

    h) Revise the work with willingly and efficiently

    i) Patiently to make revisions that needed

b. Balance process and product

Writing is a composing process and usually needed some drafts before to create an effective product to make sure that student must carefully led through the appropriate stages in process of composing. At the last don't caught in the stage leading up to the final that you lose sight of the final result.

c. Account for cultural/literary backgrounds

Do not assume to student who know English rhetorical conventions. If there are some differences between students' native tradition and precept that is taught try to help to understand what it is precisely they are familiar with it.

d. Connect reading and writing

Students learn by observing, or reading, the written word. Reading and learning kind of relevant types of text can gain perception and about how they should write also subject matter of the topic.

e. Provide as much authentic writing as possible

Sharing writing with others is one way to add authenticity.

f. Frame your techniques in terms of prewriting, drafting and revising stages

    a) Reading a passage extensively

    b) Skimming or scanning

    c) Conducting some research

    d) Brainstorming

e) Listing individually

f) Clustering

g) Discuss the topic

h) Instructor-initiated the question and probes

i) Do the freewriting

g. Strive to offer techniques that are as interactive as possible

Writing techniques purpose on other compositions such as letters, forms, memos, directions short reports are also subject to the principles of interactive classroom.

h. Sensitively apply methods of responding to and correcting your students' writing

Writing is not like speaking often includes an extensive planning stage, error treatment can begin in the drafting and stage of revising, while which time is more appropriate to think some errors among several features of the process. Students receive some responses to written work one of them is rarely change outright by the teacher; rather they are treated by self-correction, peer correction, and instructor- initiate comments.

i. Clearly instruct students on the rhetorical formal conventions of writing.

Each type of writing has formal properties. Do not assume to students by absorption. Make them distinct. There are some features of English rhetorical discourse that students to explain, propose, solution, debate, and argue are follow:

a) A clear statement of the topic

b) Use of the main idea to develop the topic

c) Use supporting ideas

d) Supporting by telling: describing

e) Supporting by showing: giving real prove, facts, statistic, etc.

f) Support by linking cause and effect

g) Support by using comparison or contrast.

2.3 Descriptive Text

2.3.1 Definition of Descriptive Text

English is a foreign language that is taught in the school which is students learns it. To make students feel enjoy and enthusiastic to learn English, teacher have to interest way to teach student in order to students become interesting to learn English. In English there are four skills that is learned which is one of them is writing. In writing there are some types of

text one of them is Descriptive Text which is this study is focus on descriptive text. Descriptive text is text that explanation or describes particularly things, people, place or animal in accordance with detail and factual. According to Hyland (2003:20) that descriptive text is to give an imagined or factual events and phenomena of the object. Students can describe or imagine the object by factual. In addition, Oshima and Hogue (2007:61) said" Descriptive Text writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. Students who can describe it more detail it can make reader more understand with the description, so they can imagine the object easily.

From the definition above, the researcher can conclude that descriptive text is description or imagine of the subject in detail or factual from looks, feels, smells, tastes, and/or sounds. Furthermore, it has purpose to give information for reader in order to know about the situation or condition of the subject.

2.3.2 Generic Structure

To make a good paragraph of Descriptive Text needs standard that is used to guide a writer to make a good paragraph. Descriptive Text has several generic structures which the researcher may use. The generic structures of descriptive text consist of identification part and description part. Identification part is part that identification which is to identify the phenomenon that is described. Moreover, identification part also as topic sentence that control the idea of descriptive text According to Oshima and Hogue (2007:63) that the controlling idea should give the whole impression of the object that is described. Second is description part. It is a part that imagined or describes the object based on the situation, condition, qualities or characteristic. In this part has detail description content of the object. This is can support the topic to give detail information. According to Oshima and Hogue (2007:65) that supporting sentences are the "meat" of paragraph which not only give detail evidence but they also make the paragraph become rich and interest to read.

2.3.3 Language Feature

There are language features in descriptive text such as:
a. Focus on specific participants
b. Use of attributive and identifying processes
c. Frequent use classifiers in nominal groups
d. Use of the Simple Present Tense

2.3.4 Example of Descriptive Text

This is my father. He is about forty years old. He is a doctor. He goes to Public Hospital. He drives his car to the hospital. He works everyday except Sunday.

My Father is not very tall. He is about 170 cm tall. He has thick hair and a pointed nose. He wears glasses. My Father likes reading books and magazines. He always reads magazines after work and reads books when he is off from work. My father is a kind man. He always helps patients patiently and carefully. I'm very proud of him.

(Adopted from When English Rings a Bell page 70)

2.4 Media in Teaching

Most students feel bored when learning in class because some problems one of them is teacher teach students. Teachers often uses old way tend monotonous, so students become not interest and bored. According to Rao (2014) students more improve their comprehension skills after reading newspaper, magazines, journal, articles and other printed materials provided by teacher.

Therefore there are many teachers use media as teaching aids based on the subject matter. Rao (2014) added that teachers believe print media also help students in developing reading and writing ability by attachment the text books. Moreover teachers who teach foreign language also have media to help them, so it make easy to teacher and students. By using media, it make English language teaching more effective and better and can help students to understand and experiment with the language. To conclude, teaching using media can help teacher easy to teach and make student become interest and understand to learn English.

2.5 Instagram
2.5.1 Definition of Instagram

"Instagram" is social media that use for sharing photos or videos moments of user. According to "Instagram" (2013) that it give a fast, beautiful and fun way to share photos or videos through their content-sharing platform. In addition, user just snaps the photo and chooses a filter to change the look and feel and user can add comments and share. According to Google Play that "Instagram" users can post photos and videos to keep the profile grid. Furthermore, users can edit their photos with some filter also users can share many posts to their story. It can disappear after 24 hours from the profile. Furthermore, according to

Zolkepli, Hasno and Mukhiar (2015) that "Instagram" has over 300 million users within 2 months after "Instagram" launching. Zolkepli, Hasno and Mukhiar (2015) "There are about 88% of brands on Instagram shared at least one video, which accounts for 6% of all posts. The top 50 brands on Instagram have an average of 722,000 followers, with an average of 1.5 million Instagram posts mentioning these brand names (Duggan et al. 2015)".

Kevin Systrom as CEO and co-founder of Instagram, he is responsible for the strategy and vision of the company. He has focused on simplicity and inspiring the creativity through solves the problems with thoughtful design. Therefore, Instagram has become visual story telling for everyone in the world. Beside Kevin Systrom, there is Mike Krieger as CTO and co-founder of "Instagram". He is the head of engineering and he has focused on building products that bring out the creativity in all of user.

2.5.2   Instagram as Learning Media

There are many kinds of media that use for teaching or learning depends on the utilizing. To make students interest teacher try to use new media or way to teach them, so it make curious and interest to learn it. Moreover students have different difficulties in each subject in the school. One of them is English. There are variant method to teach English in order to students easy when learn it, such as using flashcard, scrabble, pictures, etc. Furthermore, teachers try to have new way to teach them in order they are not bored.

Nowadays, there are so many sophisticated technologies to help people in their activity. In addition, there are variety of application that use for anything such as business, learning, shopping, etc so it make easier to people. Benefitted the technology teacher can use it for aid. For example is social media. Most of people use it from children until old. Furthermore there are many kind of social media that is used, one of them is "Instagram". By using this media teacher can easy to teach students by use it depends on the subject and material. As new media for learning, "Instagram" can use for teaching English which is descriptive text as material.

2.6   Teaching Writing Descriptive Text Using "Instagram"

According to Parker and Boyd (2010:15) educators or teachers have a big role in helping to facilitate the culture transition taking place as public and private aspects of lives among teenagers enter a public culture that is networked and mediated. Teachers have an

important role in digital era because many development of technology that can help teacher as teaching aid as new media for learning. Nowadays, there are many types of social media that used by people from child until old. One kind of social media that addicted by people is "Instagram". Actually, people can face it wisely people can utilize phenomena of social media. Social media "Instagram" as teaching media aid can be used in writing class.

Using "Instagram" as leaning media is an easy way to help students learn about descriptive text. "Instagram" is used for sharing moments such as photos and videos, whereas descriptive text is text that consists of description the object by factual. By using "Instagram" as learning media teachers can utilize it, so it make too easy to teach descriptive text. In addition they will more enthusiasts learning English.

2.7 Previous Studies

To avoid plagiarism the researcher takes review of related literature from other thesis. There are three review literatures that are taken by the researcher in this research. The first research is written by Laili Wahyuwidiati based on his thesis entitled "Developing Motion Pictures of Teaching Descriptive Text". The objective of the research was study to develop motion pictures to improve students' ability in writing descriptive text. Design of the research used is qualitative research. The sample of the study was the eighth grade students of SMPN 7 Tegal in academic year of 2014/2015. Random sampling is used by the writer and 8H is chosen as sample of the study which consists of 28 students. The result of the study showed that development of new descriptive text teaching media is needed and appropriate to be used inside the classroom during the process of English teaching and learning. Although the previous study is in line with this research but it is different because previous study that written by Laili was used qualitative research and used motion pictures as media. The similarities of previous study and this research are skill that is experiment which writing skill and genre of the text namely descriptive text.

Second research is "Improving Students' Writing Ability in Writing Descriptive Texts Through Field Trip at SMAN 1 Godean" written by Saptania Ayu Ramadani. In conducting her study, the writer used a classroom action research. Sample of the data was class of X.A which consisted of 36 students. The data collected were qualitative and quantitative which qualitative data were the descriptions of the process during the action, interview transcripts, observation, field notes and photographs, meanwhile the quantitative data was students' writing test. The result of the study showed that implementation of field trip is believed to be effective to improve student' writing skills in writing descriptive text. Although the previous

study is in line with this study namely descriptive text, but it is different because previous study was used social field trip to teach writing descriptive text. Furthermore, thesis is written by Saptania was used CAR as research method and this study use true experimental whereas this research use quantitative research. The similarities of previous study and this research are skill that is experiment which writing skill and genre of the text namely descriptive text.

The last review was written by Sofiana Zahara with entitled "The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability". Objective of the research was about to know the empirical evidence about the effect of picture media on students' writing ability in descriptive text. Method of the research was Experimental research. Sample used by the writer was tenth grade of SMK Tunas Grafika Informatika Jakarta which consists of seven classes. X1 and X3 which classes used by the writer took out the data. Instrument that used are pretest and posttest to collect the data. Result of the study showed that using pictures is more effective to improve students' writing ability in learning descriptive text and has good influence to students. Even though the previous study is in line with this study namely descriptive text but it is different with Sofiana research was used picture as media learning to students whereas this research uses "Instagram" as media. The similarities of previous study and this research are skill that is experiment which writing skill and genre of the text namely descriptive text. In addition, pervious study and this research are uses experimental research.