

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter has some points that relate to the research. They are definition of writing, teaching writing, chain story technique, social media, the definition of instagram, and the previous study.

#### **2.1 Writing**

According to Kate and Guy (in Nacira 2010:17) writing skill is a skill that processes someone's thought and learning from the act of itself from what thought ar. In learning English, there are four skills that need to be mastered. There are listening, speaking, writing, and reading. Writing is one of the skills which need to be learned in mastering English. Writing is not a simple skill because it contains several rules that are must be owned by the writer. According to Penny (2009), writing consists of micro and macro levels. The micro level refers to handwriting or typing, spelling, and punctuation. The macro level refers to the content and organization. Students need to elaborate their writing by not only using micro level but also macro level. Brown (2004) stated that writing performance is classified into four types as follows:

- 2.1.1 Imitative means that writing includes skill of spelling correctly and perceiving phoneme-grapheme correspondences of English spelling system.
- 2.1.2 Intensive means that writing includes of appropriate vocabulary based on the context, collocations, and also idioms.
- 2.1.3 Responsive means that writing needs learners' performance in discourse level. It is connecting sentence by sentence to make a paragraph.
- 2.1.4 Extensive focuses on the organization and the development of students' idea.

## **2.2 Teaching Writing**

Teaching is an activity in learning and exploring something. Based on Brown (2000: 7) teaching is guiding and facilitating learning, enabling to learn, setting the conditions for learning. Teaching has the purpose. The aim all our teaching is to train students for communicative efficiency. Most language teaching is designed to teach students to communicate, however the learning is organized.

Writing is very important since it is basic language skill, just as important as speaking, reading and listening. Students need to know how to write well, how to combine words into sentences, how to compose the sentences into paragraph. Therefore, there are special consideration to be taken into account which includes the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.

According to Nunan (2005:101), writing process involves some steps which are important to produce a good writing. Teacher helps the students to give the instruction how to do in writing process and get a good product of writing. The process starts by choosing the topic about what they are going to write. The process of writing according to Nunan (2005:101) is explained in the following:

### **2.2.1 Prewriting**

This is the first step in writing process. It aims to prepare what they want to write based on their data and knowledge. If they are ready with their idea, they can write anything in their brain without feeling worry.

### **2.2.2 Writing**

This is the second step after doing prewriting. After they have finished prewriting, they can write down their idea chronologically. Furthermore, they can add the supporting sentences to explain the main idea.

### 2.2.3 Revising

The next step is revising which aims to get the feedback from the expert. The teacher has a role as copy editor who fixes all the spelling and grammar errors of the students' work. Furthermore, teacher helps the students to make them feel interest in writing.

### 2.2.4 Editing

In this step, students fix all the errors which are based on expert judgement. They have to make sure that there are no content and grammatical errors anymore.

### 2.2.5 Publishing

The last process is to publish their writing in presentable form. They can share their writing with others. Publishing is very important because it can encourage the students to write more and more in the future. In addition, it can also be the way to appreciate the other's work of writing.

## **2.3 Assessing Writing**

Brown (2003: 6) said that assessment is a specifically procedure designed to measure the skills and knowledge. The scoring rubric of writing is used to attain the reliability test. In other word, the scoring rubric in writing was used both in pre-test and post-test. In this research, the writer adapted the scoring rubric of writing by Oshima & Hogue (2008). There are five aspects of students' composition/ essay. The five aspects are format, mechanics, content, organization, and grammar & sentence structure. All elements have different point range.

**Table 2.1 Scoring Rubric Adapted by Oshima and Hogue (2008)**

No	Categories	Criteria	Score
1.	Content	- <b>Excellent to very good:</b> the paragraph is relevant; it is interesting to read; the paragraph has orientation, complication, resolution, and reorientation.	25-19
		- <b>Good to average:</b> the paragraph is relevant; it is interesting to read; the paragraph has only three points of the orientation, complication, and resolution	18-13
		- <b>Fair to poor:</b> some sentences are irrelevant; it is interesting to read; it has only two points of orientation, complication, resolution, and reorientation.	12-7
		- <b>Very poor:</b> mostly sentences are irrelevant; it is not interesting to read; it has only one point of orientation, complication, resolution, and reorientation.	6-1
2.	Organization	- <b>Excellent to very good:</b> the paragraph has a topic sentence; it contains more than five supporting sentences which explain the topic sentence; it ends with a concluding sentence.	25-19
		- <b>Good to average:</b> the paragraph has a topic sentence; it contains only three supporting sentences which explain the topic sentence; it ends with a concluding sentence.	18-13
		- <b>Fair to poor:</b> the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; it ends with a concluding sentence.	12-7
		- <b>Very poor:</b> the paragraph has a topic sentence; it does not contain several supporting sentences which explain the topic sentence; there is no concluding sentence.	6-1
3.	Grammar and Sentence Structure	- <b>Excellent to very good:</b> the sentences are grammatically correct; it contains of simple past tenses and past continuous; it has the time signals.	25-19
		- <b>Good to average:</b> the sentences have little grammatical mistake; it contains of simple past tenses and past continuous; it has the time signals.	18-13
		- <b>Fair to poor:</b> the sentences are grammatically incorrect; it contains only simple past tense; it has the time signals.	12-7
		- <b>Very poor:</b> the sentences are grammatically incorrect; it contains only simple past tense; it does not have the time signals.	6-1

4.	Format and Mechanism	- <b>Excellent to very good:</b> there is a tittle in the centre; the punctuation is all correct; capital letters are used correctly.	25-19
		- <b>Good to average:</b> there is a tittle in the centre; there is a little mistake of punctuation; capital letters are used correctly.	18-13
		- <b>Fair to poor:</b> there is a tittle in the centre; there are many mistakes of punctuation; capital letters are used correctly.	12-7
		- <b>Very poor:</b> there is a tittle in the left; there are many mistakes of punctuation; capital letters are not used correctly.	6-1

## 2.4 Chain Story Technique

Chain story technique is a technique which stories are written by many authors; each author contributes a sentence to complete the story then forwards to another partner (Erben, 2007). Writing alone can be very stressful for the students in the very beginning stage (Erben, et al). To make the students encouraged, the teacher can use the chain story technique. It is because the students can learn together and contribute their sentence to complete the text. It will be very interesting for them to write based on the previous partner's idea.

The important benefit that is gained chain story technique is the students become more creative. The problem that is faced by students is they have no idea what to write. By applying this technique, they will collaborate with other friends. They will complete each other idea to make a comprehensive paragraph. Furthermore, the passive student will cooperate in the group work. The various opinion and ideas can be gotten from the use of chain story. Moreover, the students will learn how to respect the other idea in group work.

## 2.5 Social Media

Social media defines as tool that makes people create, share, or exchange information, ideas, images, and videos in virtual communication and networking (Kaplan & Michael, 2010). The main function of social media is to exchange the

information and to communicate with others. The examples of social media are facebook, twitter, and instagram.

*“Social media has been broadly defined to refer to ‘the much relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships’”* (Murthy & Dhiraj, 2013).

Kietzmann, Hermkens, McCarthy, & Silvestre (2011) present a framework for defining social media using seven functional building blocks: identity, conversation, sharing, presence, relationships, reputation, and groups.

- 2.5.1 Identity is a block that describes the extent to which users reveal their identity in a social media setting. This can include information such as name, age, gender, profession, location, and also involve information describing the user in a certain way.
- 2.5.2 Conversation is this block describes the extent to which users communicate with other users in a social media setting. Many social media sites that are designed to facilitate a conversation between individuals and groups. This conversation occurred for various reasons, such as to meet and get acquainted with others, to establish a loving relationship, to build their self-esteem, or discuss trending topics.
- 2.5.3 Sharing is a block that describes the extent to which users exchange, distribute and receive content. In many cases, however, sociality is about the objects that mediate the relationship between the reasons why they meet online and get along with each other.
- 2.5.4 The presence is the block describes the extent to which users can check whether other users can access. It includes the presence of other people, whether in the virtual world and /or in the real world, and whether they are available to be contacted.
- 2.5.5 The relationship is a block that describes the extent to which users can connect with other users in which two or more users have some form of association that brings them to communicate, share objects sociality, meet, or just simply list each other as friends or fans.

2.5.6 Reputation is a block that indicates the extent to which users can identify the presence of others as a matter of trust, including them in a social media setting.

2.5.7 The group is a block illustrates the extent to which users can form communities and sub-communities are, increasingly widespread, so he can have great friends, followers, and contacts.

Based on the definition above, the researcher concludes that social media allows people to create, share or exchange information, ideas, pictures, and videos in virtual communication and network by using seven functional building blocks: identity, conversations, sharing, presence, relationships, reputation, and groups.

The use of social media can be implemented many fields. One of the field which is used social media is education. In this digital era, the development of education broads fast as the technology grows. Social media has been implemented in several education, especially English language teaching. Social media is used because it is familiar to the students. In daily life, the students always use it to communicate with the others. It brings the learning easily outside the classroom. Learning and discussing through social media can give a chance to the students to learn more useful (Kendle, 2001). It has been proved in the research of Derakshan and Hasanabbasi (2015) that the use of social media is effective for language learning. They reseachers found that Facebook has positive aspects to improve second language learning.

## **2.6 Instagram**

Instagram is a kind of social media which is used for sharing photos and videos of user. Instagram provides a fast way to share photos or videos through their content-sharing platform. Users need to snap the photos and choose a filter to know the look that user want. Moreover, users can create the captions and hash tag of their photos and videos. Instagram also facilitates the users to share their stories every time in instagram story (instastory). It can disappear after 24 hours from the publishing time of instastory.

Instagram has proven to be an effective mobile application in teaching English as foreign language (TEFL). Lillia and Gulnara (2016) studied about the using of mobile application instagram as one of mobile technologies in TEFL with 50 advanced students. The participants were students of Kazan Federal University, Russia. It aimed to determine the students' perception of the educational value by using mobile application instagram. The result shows that mobile application instagram improves the students' listening comprehension and students are motivated by appealing instagram in learning English as foreign language (Gulnara, 2016).

## **2.7 Narrative Text**

### **2.7.1 Definition of Narrative Text**

Anderson and Anderson (2003: 3) define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. Meanwhile, Woodson (1982: 145) states narrating is when you tell a story and when you describe actual or fictional events which are arranged in chronological order or sequence. It can be said that sequencing the events in narration is one of important elements because narration is concerned with time. Narrative as kind of story genre that can be imaginary or factual has many types. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure series, fables, myth, legends, historical narratives, ballads, and etc.

### **2.7.2 Generic Structure of Narrative Text**

According to Wardiman (2002: 98) the part of a narrative text are explained in the following:

2.7.2.1 Orientation is about the opening paragraph where the sets, the scene and the character of the story are introduced. It usually answers the questions Who/When/Where.



2.7.2.2 Complication is a series of complication or where the problems in the story developed.

2.7.2.3 Resolution is where the problems in the story are solved. The problem is resolved for better or worse happily or unhappily.

### **2.7.3 Language Features of Narrative Text**

There are some language features in narrative text. Those are (a) nouns that identify the specific characters and places in the story, (b) adjectives that provide accurate descriptions of the characters and setting, (c) time signal, for example, first, then, next, while, afterward, finally, after, during, before, etc., (d) verb to show the action that occurs in the story. The tense used in general is past tense. The language features of narrative text are:

2.7.3.1 Using processed verb

2.7.3.2 Using temporal conjunction, example: one day, a week, later, then long time, long time ago, when, etc

2.7.3.3 Using simple past tense, example: lived, stayed

2.7.3.4 Using noun phrase, example: long black hair

2.7.3.5 Using pronouns, example: I, me, they, their, it, its, etc

2.7.3.6 Using nouns, example: tree, road, stepsister, housework

2.7.3.7 Using saying verb, example: said, told, promised

## **2.8 The Using of Chain Story through Instagram**

This research collaborates the using of chain story with the social media instagram in teaching writing of narrative text. Chain story technique is very useful to be implemented in writing activity because it can help students to be more creative to write. It does encourage the students as an alternative way to practice academic writing exercises (Magee, 1993). Kietzmann, Hermkens, McCarthy, & Silvestre (2011) stated that seven functional building blocks:

identity, conversation, sharing, presence, relationships, reputation, and groups. Both chain story technique and mobile application of instagram have been proven effectively to be implemented in English teaching. Although there is no source which collaborates both to be implemented, the writer hypothesizes that it will be more effective to implement chain story technique with instagram. By applying chain story technique through instagram, students will gain more benefits and an easy way to practice chain story every time and everywhere. The steps of applying the chain story are explained in the following:

2.8.1 The teacher brainstorms the students about their experiences related to the narrative text. Moreover, the students are encouraged to mention anything that they think about the topic. The teacher gives some questions as a feedback for their response to teacher's question.

2.8.2 The teacher asks the students to make groups consisted of 5 people. There must be minimum 2 mobile phones in each group.

2.8.3 The teacher uploads the picture or videos which related to narrative text through instagram. Furthermore, the teacher limits the duration which each group has one minute to chain the story by making a sentence to be continued by other group.

2.8.4 The teacher uses timer to make sure that the students follow the time table.

2.8.5 After 15-20 minutes, the students are asked to read the text made by them in front of the class to analyse the generic structure of narrative text

2.8.6 The teacher gives feedback and some grammatical corrections to encourage them to practice the chain story through instagram in the next meeting.

## **2.8 Previous Study**

To avoid the plagiarism, the researcher takes review of related literature from the other thesis. There are three previous studies that are synthesised by the writer. The first research is written by Encik Gaviani Warda on her thesis entitled "The Effectiveness of teaching Writing Descriptive Text by Using Social Media

Instagram to Improve Students' Writing Ability at Junior High School Students". The objective of the research was to find out the effectiveness of teaching descriptive text by using social media instagram to improve students' ability. Research design used in the research was experimental design. The sample of the study was seventh grade students of SMP Barunawati Surabaya. There was experimental (VII-A) and control classes (VII-B) used in this research. VII-A class consisted of 30 students. The pre-test and post-test were used before and after giving the treatment to the students. The research showed that teaching writing descriptive text using social media instagram is effective to improve students' writing ability. The similarities of previous study and this research are writing skill and also the instagram as social media in learning a text. The differences are the technique used in this research is chain story technique through instagram and the genre of the text which is narrative text.

The second research is a thesis by Andika Api Asmara Ditya which entitled "The Effectiveness of Estafet Writing in Teaching Writing of Narrative Text". The objective of the research was to find out the effectiveness of using estafet writing technique to teach writing narrative text at the tenth grade of MA Al-Islam Jamsaren Surakarta. Research design used in the research was experimental design. The sample of the research was tenth grade students of MA Al-Islam Jamsaren Surakarta. There was experimental (X IPA) and control classes (X IPS 2) used in this research. X IPA class consisted of 35 students. The pre-test and post-test were used before and after giving the treatment to the students. The research showed that teaching writing narrative text using estafet writing is effective to improve students' writing ability. The similarities of previous study and this research are the technique and genre of the text used. Estafet writing and chain story technique are similar. The differences are the technique used in this research is chain story technique through instagram as teaching media.

The third research is taken from a journal by Affan Permana Putra with the title "Using Chain Stories to Improve the Ability of the First Year Students of MA Da-rel Hikmah Pekanbaru in Writing Recount Text". The objective of the research was to use chain stories to improve the ability of the first year students of

MA Dar-el Hikmah Pekanbaru in writing recount texts. The subjects were 30 students from class X.A1 MA Dar-el Hikmah Pekanbaru. Research design used in the research was classroom action research (CAR). The research consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely planning, action, observation, and reflection. The pre-test and post-tests was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the chain stories treatment. The result showed that the score results of the two cycles were found on the post-test 2, where about 96.7% of the students reached the school minimum standard of English subject in writing recount text. Moreover, the student's activeness during the chain stories treatment also improved from one meeting to others. The similarities of previous study and this research are the technique used which is chain story technique. The differences are the chain story technique without using instagram as teaching media and the genre of the text is different. The previous study used recount text as the genre of the text in the research.