

CHAPTER II

REVIEW OF LITERATURE

This chapter provides theoretical base and previous study. In this chapter it contains literature review of teaching writing, recount text, and Instagram as media in teaching writing and previous study.

2.1 Teaching writing

The reason of Teaching writing :

There are four skills in learning English language. They are reading, writing, speaking and listening. This study is about teaching writing and the reason why teacher should teach writing ? it is because writing skill is the one important skill that must to be learn for Indonesia students, because Indonesian use the English language as their foreign language. According to Harmer (1998:79) Some student acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down.the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new sentences using new language shortly after they have studied it. And writing is appropriate for such learners. It can be a quite reflective activity instead of the rush and bother of interpersonal face to face communication.

Writing is an action that needs a skill because the students deliver their ideas by writing. According to Harmer, by far the most important reason for teaching writing, of course , is that it is a basic language skill, just as important as speaking, listening, and reading. Student need to know how to write letters, how to put written reports together, how to reply to advertisement- and increasingly, how to write using electronic media. They need to know some of writing special conventions (punctuation, paragraph construction, etc) just as

they need to know how to pronounce spoken English appropriately (1998:79-80).

2.2 The nature of teaching writing

According to Harmer (1998: 78-79) the reasons why teachers have to teach writing are :

1. Language development : The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.
2. Learning style : It can be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.
3. Writing as a skill : Students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

2.3 Recount text

Based on School-Based Curriculum, there are some kinds of text that students of Junior High School need to learn, and one of them is Recount Text. The writer believes that recount text is the text which is so close to the student's real life, it is because the student does not need to think hard to find the ideas in creating a story. This is because the students went through with the event that happened in their real life, so they can tell the story smoothly.

Furthermore according to Rosyadi on Teaching Material Development (vol.507-508:1) Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

Based on the book of English K-6 Module by Board of Studies New South Wales, Recounts 'tell what happened'. The purpose of a factual recount is to

document a series of event and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator the event. And the General structure of recount text are organised to include :

1. An Orientation : providing information about ‘ who’, ‘where’, and ‘when’.
 2. An Events : usually recounted in chronological order.
 3. (Personal comments and/or evaluative remarks that are interspersed throughout the record of event).
 4. Reorientation : that ‘rounds off’ the sequence of events.
- (1998:29)

2.4 Instagram as digital social media

The phenomenon that was happened in this current years in the younger was busy with their gadget. They more interest with account of their social than other activity. And in this year the Instagram was to be a popular social media for the teenagers. That the reason the writer will use the Instagram as the media in this study. That hope to make the student more interest and creatively in learning writing.

According to Dron and Anderson, Social software functions in many ways and is as divergent in forms, systems, and software packages as it is in the interest and skills of user(2014:28).

However, Mejias (2005) in Dron_Anderson-Teaching_Crowds, argues that social software serves two purposes. The first is to manage ever-larger sets of social relationships, such that meaningful and functional social relationships can be built and effective communications can be maintained despite the numbers, distances, or time barriers that separate them. Second, social software affords us opportunity to create and support more intimate and authentic relationships between our closest friends, families, and colleagues.

2.5 Teaching writing ‘recount text’ through Instagram.

A creative teacher need to make a students more interest and esier in learning process. In this study the teacher teach writing ‘recount text’ through Instagram. Using of instagram as the media in learning to make the students more enjoyable and interest in writing, and also make them easier to organize their ideas in writing skill.

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Using Instagram as the media in teaching writing because it was be the most popular social media current this year. And it can make the student more enjoyable and interest in learning by using this kind of social media. According to Dron and Anderson,Social software functions in many ways and is as divergent in forms, systems, and software packages as it is in the interest and skills of user(2014:28).

2.6 Previous Study

There are some studies, which deal with journal writing in learning writing through the social media. The first research is the journal by Irfan Zidny with the title “ Improvinng student’s writing skill using Instagram in Grader X of Sciences at SMAN 5 Yogyakarta”. This research was an action research study. And the research was done in two cycles and the data analyze into the qualitative and quantitative data. The study showed that the use of Instagram in the teaching and learning process significantly improved the students writing

skill. The students made a good improvement on the aspects of content, vocabulary, organization, grammar and mechanics. The social medium worked well to improve their interest, focus, and proficiency in writing. They were more interested in the teaching and learning process and kept focused on the class. There were significant improvement in the test score. And the result of this research that the use of Instagram can improve the student writing skill significantly. The similarity between that study and this research is using the Instagram as the media in teaching writing. And the differences of that research is they used the class action research and obtained into the qualitative and quantitative data while in this research the researcher used the experimental research and the data of research only obtained into quantitative.

The second study is the research by Gisty Listiani with the title “ The effectiveness of Instagram writing compared to teacher centered writing to teach recount text to students with high and low motivation”. This study was conducted by using experimental research with 40 students participated. Those students were divided into experimental and control group. And the result indicate that the final average score of experimental group was 73. Meanwhile, the control group got a lower average score with 67.15. thus, the higher achievement of experimental group indicate that the use of instagram promoted a better understanding for students with high and low motivation which improved the quality of their writing.(Journal of English Teaching 5(1):2016). From the study above, they have a similarity with this research, in that study they used the Instagram as the media in teaching writing recount text to the students with low and high motivation while in this research the researcher used the instagram in teaching writing recount text at eighth grader of junior high school.

The third research with the title “Mobile learning to improve writing in ESL teaching” by Heydy Selene Robles Noriega, this article focuses on reports of the results in a study concerning the type of texts and their features produced

by a student after using mobile technology as a media to support in improve the development of the students' writing skills in a second language. This case study analyzed the students writing during a period of eight-week course, which was complemented with an interview conducted by the researcher. The results reveal that genre approach can be implemented with mobile technology to increase students' writing ability. These results utter that the genre approach to increase the writing skill using the support of mobile technology might generate positive results, it because the participant optimized the quality of the texts she produced in a short period of time. The explicit instruction of the aim of each stage of the types of texts by the teacher plus the support of podcasts where there was also an explanation helped the student to be more aware of how the different stages of text work. The use of podcasts could also contribute to making students become the main actors of their own learning as they are encouraged to become independent and motivated students who are able to regulate their own learning pace and identify their weaknesses.

There is a similarity from the study above that the study concering on students writing skill. And the differences between that study and this research are, they used mobile technology as the media to support in improving the students writing skill in a second language, while in this research the researcher used the Instagram aplication as the media in teaching writing recount text.

The other research is, by Siti Rodliyah with the title of "*Using a facebook closed group to improve EFL students writing*". In this study This study investigates how social media Facebook, can be incorporated in ELT through e-dialogue journal writing shared in a Facebook closed group. Fifteen EFL students participated in this case study. They were second, third, and fourth year students of English Education Department of a university in Bandung who voluntarily joined a Facebook closed group for about four months and contributed their journal entries. The content of the students' journals and

responses in this closed group were analyzed to identify the nature of the students' journals, the patterns of interaction, and their responses to e-journaling through Facebook. The findings indicate that the students responded positively to this activity and perceived improvement in their writing especially in vocabulary and grammar. The power of learning and sharing from others is also emphasized. Therefore, it is suggested that this e-journaling activity be integrated into a writing course. The differences between that study with this research is, they used the other social media "Facebook" to improve the students writing skill, while in this research the researcher used the "Instagram" as the media for teaching writing.

The last research study is by Wuri Soedjatmiko with the title *"Teaching Writing Using Electronic Portofolio in the Multimedia Lab at Widya Mandala Surabaya Catholic University"*. In this study attempts to share the teaching of descriptive writing using electronic portofolio (e-portofolio). By given the individual electronic folders, they can continue writing whenever they want. The students can revise their first draft following comments given by the tutor or peers, or continue to the next assignment put in the tutor's folder. E-porfolio provides a lot of practice, which enables the students to read directly the comments and corrections given by the tutor and peers. Another significant finding is that the tutor must use various delivery techniques to cope with students different learning preferences. Improvements in writing is very subjective. The learning outcomes of descriptive writing is that students know how to describe things in details and be able to do it in practice. This is shown by students being able to choose their best writing assignment, and do the final test. The differences from this study is they used the Electronic portofolio as the media in teaching writing descriptive while the in this research the researcher used the "Instagram" as the media in teaching writing recount text.

Overall, this study is different from the there example above. The researcher will focuses on Instagram in teaching writing ‘recount text. And this study in order to make the students motivated and interest during the teaching learning process. And in the first example research they used Instagram to improve the student writing skill, and it was an action research study. Than the research was done by two cycle of qualitative and quantitative data. And for the second example of the study is using the Instagram writing compared to teacher centered writing to teach recount text for the students the high and low motivation. And the last example is the study about improving the writing skill in teaching ESL by using mobile learning.