

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature concerning to Writing (the definition of writing and the steps in writing process), Teaching Writing (teaching writing in senior high school), Descriptive Text (definition of descriptive text, the characteristics of descriptive text, the criteria of good description), Instagram (definition of instagram, instagram as media in teaching writing descriptive text, the advantages of using instagram, the procedure in teaching using instagram's photo content), Previous Studies.

A. Writing

1. The Definition of Writing

There are so many definition about writing from different theorists. Writing is one of language skills, beside listening, speaking and reading that must be mastered by English learners. It means the learners have to express their thoughts in writing to develop their ideas, and make readers interest about their writing (Prastiyo: 2018). Through writing, they can also transfer information and knowledge to other as what Rezy and Yuli (2013: 30 as cited in Prastiyo: 2018) state that writing can be said as a mean of communication between the writer and the reader. Other definition come from Larry (2003: 121) says that the process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding. Writing can defined as a task its own organizational pattern and format. The organizational pattern and format of writing are dictated by the purpose of the

type of writing. Such as writing letter, it is different from essay, reports, or minutes of writing (Umami: 2016).

Writing is one of the important skills that students need to develop (Dzulkifli: 2013). The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). In the academic context, the ability is used to measure the students' writing proficiency such as composing academic essays or writing some texts which are included in the curriculum. In the business context, the ability to write is important for those who make business relation with others across the nation by sending email or composing business letter. Writing a letter or message is also a means of communication which can connect the relationship between people indirectly (Dzulkifli: 2013).

Writing is the activity of skill to express some ideas or even feelings into the words and it is the process of moving some senses to get the ideas (Prastiyo: 2018). Raimes (1983: 76) states "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand". According to Harmer (2007: 112) "writing for writing, in the other hand, writing is directed at developing the students skill as writers". Meanwhile based on Brown (2001:331) writing is a thinking process, writing can be planned and given many revision before the work release. Writing can not be produced once, it must be followed by some steps that beginning from prewriting, drafting, revising, editing and the last release the work. In addition, Celce and Murcia (2000: 142) adds that "writing is the production of the written word that

results in a text but the text must be read and comprehended in order for communication to take place”. In making good writing, we should use the correct grammar; choose appropriate vocabulary, manifested by handwriting, spelling, layout and punctuation.

From several definitions above, it can be concluded that writing is a way to produce language that appears from our thought, idea and feeling and written into the paper. Writing allows students to generate their idea, organize the sentence coherently, revising the text into good composition and editing text for appropriate grammar. Therefore, students should learn to write regularly to get good writing (Prastiyo: 2018). Besides, writing in language learning is an ability that the students have to master because writing is very useful in education, business, and daily life (Sirait and Marlina: 2018).

2. The Steps in Writing Process

According to journal that published by Kamehameha Schools (2007:2) there are five logical steps in writing process. Those are Pre-writing, drafting & writing, sharing & responding, revising & editing and publishing.

Pre-writing

According to Skwire and Wiener (2008:39-40), prewriting is a warming-up activity before the writer starts to commit a topic. Therefore, pre-writing is an activity that the writer has to do before choosing a topic. There are eight strategies that should be followed in pre-writing. Those strategies are discussing the ideas, exploring topic on internet, browsing the library, free associating, making a list,

brainstorming some questions, sketching or diagraming the topic and keeping a journal.

Drafting and Writing

In this step students start to make a rough draft their writing. According to Skwire and Wiener (2008: 41), there are tips for writing a rough draft. Those tips are using prewriting, writing a first draft and showing it around.

Sharing and responding

Sharing and responding is a step in writing process when the writer share his/her writing to his/her friends. The writer asks his/her friends to review his/her writing. The process when the writer asks his/her friends to review his/her writing called as peer-review.

Revising and Editing

In this step of writing process there are two things that the writer has to do. According to Reep (2009:15), revision takes place in the whole writing process, but the writer needs to focus on five elements. Those elements are content, organization, headings, opening & closing and language. Editing is a final process in writing. After the writer do the revision, the writer has to edit the grammar, punctuation, and spelling (Reep 2009:16).

Publishing

In this process, the writer will share their final draft in writing. This step could be done whether through many ways. The writer can do this stage by printing his/her final draft or he/she also can share his/her writing through online.

Teaching writing in Senior High School need some varieties and interesting ways. For senior high school students, writing is a difficult thing to do because senior high school students in general lack in writing skill. According to Siswita and Hafizh (2014), teacher has to carry out an attractive way in teaching writing because by using an attractive and something new in teaching writing can make senior high school students will be interested in studying.

B. Teaching writing

1. Teaching Writing in Senior High School

Language is used to create a meaningful communication among human being. In other words, communication is the main function of language (Nurhayati & Yuwartatik: 2016). English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased (Nurhayati et al: 2016). Descriptive text is one of the genre which is stated in the syllabus for senior high school grade X on Basic Competencies (Kompetensi Dasar). In the syllabus stated that students have to learn about descriptive text about people, tourism place and historical building. Furthermore, in teaching descriptive text for the senior high school grade X (Sirait and Marlina: 2018). When talking about the teaching of writing in senior high schools, there are some relevant matters that need to be highlighted. The age range of junior high school students and regulation of national education. In Indonesian context, teaching Senior High School must be considered with the regulation of ministry of national education in

the form of content standard and the age range of senior high school students (Prastiyo: 2018).

Firstly, teaching actually must be considered with the age of the students because it can be the considering to decide what strategy that appropriate to teach the students. For example, students of Senior High School which they are in age of teenagers. Brown (2001:92) states that the period of teens which is between the childhood and adulthood is age of transition, confusion, self-awareness, growing and changing bodies and minds. The perception toward physical and emotional are ultrasensitif. As the result, they can be involved in various communicative contexts. Especially in teaching and learning on X grades students must be designed to help them improve their writing strategies to make their writing skills are increased.

Secondly, Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006. The K-13 fulfills three main components of education: knowledge, skill, and attitude. This curriculum puts attitude on the higher priority than skill competencies and knowledge (Khoiriyah and Setyaningrum, 2015).

According to Wachidah (2013) English Curriculum seems to be reactions or correction of the previous curriculum. The expert mentions that most high-school learners can hardly use English in the real situation even in simple purposes. To deal with the problem in the previous curriculum, the 2013 English

curriculum brings back the true goal of English teaching, that is meaningfulness and communicative function.

In the introduction of the English subject curriculum for senior high school, it is stated in that the curriculum bases its teaching and learning theories on the Communicative Competence Model. The main competence targeted in language learning is *discourse competence*. It means the ability to connect several ideas together appropriately and to maintain an extended exchange of messages. For this competence to develop properly, learners of English need to be exposed to and engage in the actual use of the language for communication purposes. To get the discourse competence, students need to obtain supporting competences, such as *Linguistic Competence*, *Actional Competence*, *Sociolinguistic Competence*, and *Strategic Competence*.

There seemed to be a major change in English teaching, leaving out grammatical and lexis emphases and shifting to the new era in which students' ability to communicate in the language will receive priority. To sum up, the characteristics of the English subject curriculum for senior high school are as follows:

- Development of communicative competence. The ability to use English for communicative purposes which integrates all four macro skills: reading, listening, speaking, and writing. Efforts should be made to strike a good balance among the four-macro skills.
- Mastery of linguistic aspects is to be used to support communicative abilities in both oral and written forms.

- The tasks that are required of students are those that reflect the situations commonly encountered in their everyday life. This is to say that the tasks assigned to the students should be as authentic as possible.
- The formulation of teaching objectives and the content of teaching materials are all decided on the basis of the learner's needs and interests.
- Teachers facilitate learning and assist as well as monitor learners in performing the tasks.
- Students are evaluated on the basis of what he or she can do with specific learning tasks.

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for senior high school students grade X in the first semester are the students have to perform several writing competencies as shown in the Table 2.1.

Table 2.1 : Core Competence and Basic Competence of Writing Skill for Grade X Senior High School

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Menghayati dan mengamalkan ajaran agama yang dianutnya		
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai		

<p>permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</p>		
<p>3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>3.7.1 Menentukan Fungsi Sosial Teks interaksi transaksional terkait: - Deskripsi tempat wisata</p> <p>3.7.2 Menentukan Struktur Teks interaksi transaksional - Deskripsi tempat wisata</p> <p>3.7.3 Mengidentifikasi Unsur kebahasaan Teks interaksi transaksional - Deskripsi tempat wisata</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.8.1 Mengidentifikasi makna dalam teks deskriptif tulis sederhana tentang tempat wisata</p> <p>4.9.1 Menyunting teks deskriptif tulis sederhana tentang tempat wisata</p>

	4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat menulis dengan baik dan tepat teks tulis sederhana mengenai pemaparan/ deskripsi tempat wisata secara benar dan sesuai dengan konteks.
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In this research, the researcher focuses on one competence to be studied. It is Core competence 4, Basic Competence 4.10 and by indicator 4.10.1 *Siswa dapat menulis dengan baik dan tepat teks tulis sederhana mengenai pemaparan/ deskripsi tempat wisata secara benar dan sesuai dengan konteks*. The students are emphasized to make simply text about description of tourism place.

Table 2.2 : Core Competence, Basic Competence and Indicators of Competence

Kompetensi Inti	Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.	4.10 .Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Siswa dapat menulis dengan baik dan tepat teks tulis sederhana mengenai pemaparan/ deskripsi tempat wisata secara benar dan sesuai dengan konteks.

In decision, based on the age of the students and the curriculum, core competence and basic competence, the researcher is wondering to take X grades students as the sample of the research. The reason is because the age of that

learners is in teenager which their communicative context is various. In short word, the mindset of learning language is developing. Then, based on the curriculum in term of material, the researcher concerns to descriptive text because it is the first text to be concerned in seven X grade students.

C. Descriptive Text

1. The Definition of Descriptive Text

Text is divided into some types and every level of students get different type of texts. According to genre approach and curriculum 2013, the students of Senior high school especially at X grade are able to understand various types of texts, descriptive, recount, and narrative. Those kinds of text type have to be mastered by the students in four skills; they are listening, speaking, reading, and writing. In line with curriculum 2013, the first text that got by tenth grade students is Descriptive text. That is why, the researcher prefers to descriptive text in writing as the focus studied.

There are many different definitions of Descriptive text by some writing experts. Jufri (2012:64 as cited in Sirait and Marlina: 2018) states that a descriptive text is a text which is used to describe particular person, place or thing. This text is helpful in order to explain specific characteristics of a person/thing. Furthermore, in order to understand this text, it is better to do it by knowing some features within this text such as the generic structures and the linguistic features of this text. Jufri (2012:64 as cited in Sirait and Marlina: 2018) states that there are two parts for the generic structures of this text is identification and description. According to Larson (1984) as cited in Rahayu (2017: 29) descriptive text is a text

which says what person or a thing is like. The purpose is to describe the particular person, place or thing. A descriptive text is usually used to create and to develop the characteristics of something vividly. Meanwhile, Oshima and Hogue (1997: 50) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”, the reader can imagine the object, place or person in his or her mind. In line with Oshima and Hogue (1997), Priyanto (2009) as cited in Rahayu (2017: 30) adds on descriptive text, the description should be unique that the description of one thing should be different from a description another thing.

Descriptive text also the activity of transferring feeling or experience into the writing. According to Keraf (2000) the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experiences to the readers in order the readers can imagine. In line with Keraf, Kane (2000:352) adds that descriptive text is description about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place or thing in detail or specific to make the reader be able to visualize the description.

By understanding the opinions about definition and the purpose of descriptive text, It can be concluded that descriptive text is a text which says what person or thing is like. The purpose is to describe a particular person, place or thing in detail or specific and vividly (Prastiyo: 2018). In addition, the writer can use the feeling to transfer the images from experience. Furthermore, description

should be so unique that description of one thing should be different from a description of another thing.

According to Austin peay State University in (2007:3 as cited in Sirait and Marlina: 2018), before the writer write the descriptive text, the writer needs to determine three things. They will be deeply explain as follow: a) What will be described; b) What are the reason to write a descriptive text; c) How should the writer write the descriptive.

2. The Characteristics of Descriptive Text

Descriptive text is also usually used to develop an aspect of someone's writing, for example, to create or to describe a thing. Priyanto (2009) as cited in Rahayu (2017:30) said that A description should be so unique that description of one thing should be different from a description of another thing. In other word, a descriptive text is not used to generalize.

A descriptive text consists of generic structure in range, such as:

- a. Identification (introduction of subject). In this part, the writer should explain about the subject. Writer can explain the subject in generally.
- b. Description In this part, writer explains the characteristic of subject very clearly.

While the language features of a descriptive text are follows:

1. Has the certain subject or thing. Example: My car, my dog, etc.
2. Using simple present tense. Example: I have a pet. My pet is very cute
3. Using action verbs. Example: My cat likes fish and meal, my rabbit can jumps in the grasses

4. Using many kinds of adjectives which are describing and numbering the subject, thing or object. example: my rabbit has two ears and do not has horn, my cat has black fur and the color is white, black and brown.
5. Using “thinking” verbs and “feeling” verbs. Example: My rabbit is very cute and funny, my cat always runs to me, etc.

By understanding the opinions about generic structure and language features of descriptive text. First, the researcher uses same generic structure that consists of (1) Identification, the writer identifies generally about the things (2) Description, the writer describes parts, qualities, characteristics, etc of the things. Second, the researcher uses six language features as follow (Prastiyo: 2018):

1. Focus on specific participants
2. Use of simple present tense
3. Action and thinking or feeling Verbs
4. Use of descriptive adjectives
5. Use of detailed Noun Phrase to give information about the subject
6. Use of adverbials to give additional information about behaviour

3. The Criteria of Good Description

The key to make good descriptive writing must be consisted some details to help the reader imagine what actually the thing, place, animal or particular person looks like. The details can be considered by the term of characteristic of the object, such as colour, shape, number of the object or even its weight. In addition, using the space order to describe the object is needed too. The students can start to describe from the bottom to the top, outside to the inside or left to the

right (Prastiyo: 2018). For example, the description of Gemah beach. The students may start to observe and describe the characteristic of gemah beach, then going to inside to describe some things that refers to the Gemah beach looks like. The students also describe the specific details such as the colour of the sand of the beach that can make the reader understand what actually described. According to the Blanchard (2003) as cited in Rahayu (2017: 31) the more specific they can do, make the reader can see what they are described.

Based on the view for some experts, it can be concluded that descriptive text is the text to describe something and to make the reader can be able to visualize what the described object. The description can be found by moving some senses to get some experiences about the things. The characteristics of descriptive text consider with language feature, grammatical are needed to fullfil sense of descriptive text. Making good descriptive writing must be understood about the space order to make the reader is easier to imagine the object by reading the writing itself (Prastiyo: 2018).

D. Instagram

1. The Definition of Instagram

Instagram is currently one of the most popular social network sites in the world with over 300 million active users (Instagram Press, 2015). The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily (Kelly, 2015). For now, instagram can take many functions such as create accounts, post content (pictures or videos), apply filters, add captions, tag users, add locations, add

hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Ali: 2014). According to Handayani (2016) Instagram has specific features which are commonly used by user. The features can be described in the following:

1. Instagram profile interface

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users' follower/following count.

2. Profile content

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

3. Instagram's photo content

In this feature, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption. Photos found on Instagram can also be used to inspire creativity, having students choose a photo and then write a short story or poem based on what they see. Using Instagram's search features, students can also search for photos by hashtags and find photos to help them learn more about a particular topic or to use it as part of a report or research project.

4. Navigational tools

There are five icons available at the bottom of each page in the Instagram's screen the icons are the home page, explore page, posting page, notification page,

and user's profile page. When posting photos or videos, users can tag photos which include adding location, tagging friends and putting key words tags to photo. Beside that, the users also can add captions, hastags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol before posting them.

2. Instagram as Media in Teaching Writing Descriptive Text

Learning does not always from books or other text-based documents. Students can learn themselves in many ways, including through visual images (New York University Press: 1967 as cited in Fitri Handayani: 2016). Teacher can use Instagram as media when to teach descriptive text. Instagram gives students access to thousands of photographs every day and allows them to add their own photographs to the mix. By taking and responding to photographs and make the descriptive text as the caption, students learn to communicate in a different way and have the opportunity to increase their critical thinking and creative skills. Teachers can also use the photographs to share all of the great things they are doing in the classroom and share their experiment to other friends through Instagram (Kelly: 2015).

First, before using instagram into classroom activities, teachers are encouraged to create a instagram account. It is a separate account to use only for interacting with students. From the teacher instagram account, it can share helpful materials in learning writing. Teachers can also post everything that can help students in learning writing effectively. Beside that, teachers can also share

sources and knowledge from other instagram. After creating an account, teachers may go to develop certain activities (Handayani: 2016).

For the students, instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a wonderful place for them to share feelings and situations through pictures. Besides, they like to do interaction with their friends by posting something and commenting photos from their friends (Handayani: 2016).

In fact, instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst: 2016 as cited in Handayani: 2016). A lot of activities can be done by using instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips: 2013 as cited in Handayani: 2016).

Experts mention about several activities that can be done in using instagram for language teaching (Handayani, 2016). According to Spencer (2012 as cited in Handayani: 2016), there are different activities that teachers can use to implement instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures. In line with this, Bell (2013 as cited in Handayani: 2016) also mentions activities to use instagram in language learning. The activities involve having students on field trips, having students create photo stories and essays based on curriculum expectations, and having the entire class or school participate on instagram by using one universal “hashtag” to share their work with others. In addition, Hudson (2013 as cited in Handayani: 2016) proposes other activities to use instagram in the classroom. The activities include have the students do role play and imagine how a famous person in history would have used instagram, imagine what a favorite character would post, have the students go on a scavenger hunt, record steps in a science experiment, and even share reading recommendations. Overall, many scholars agree instagram can propose activities in language learning.

There are some lists of activities that can promote students ability in descriptive writing. For example: first, caption it. One of the students’ problems in writing is the difficulty in finding the idea. Instagram can be used an inspiration that can serve as precise for students’ writing. Here, teachers can post an

interesting photo and ask the students to write a descriptive caption in the comments. The photo can help students in giving ideas about what to write (Fitri Handayani: 2016). Second, photo inspiration. Teacher can share interesting photo in her account. While posting the picture, teacher encourages students by giving questions related to the picture. Students are assigned to comment and give their opinion about this picture. From this activity, teacher can know the way students develop ideas based on the picture given. In other side, teacher can ask students to share series of picture. Students are assigned to write stories based on the picture. This activity will make student try to practice their writing skill (Mette:2009 as cited in Handayani: 2016).

3. The Advantages of Using Instagram

Instagram seems to be a perfect tool to support learning English for the following reasons. First, it offers a plethora of contextualized visual data that can provide aid in language classroom. Second, using instagram in classroom can assist in creating a socially connected community of learners, as the tool itself gives room for students to communicate and socialize each other beyond classroom constraints. Third, instagram is a commonly used social media outlet that young learners are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Finally, easy to access to instagram and availability in most handled devices makes it more inviting to consider this platform for use in language classroom. (Ali : 2014 as cited in Handayani: 2016). Besides, according to Novitasari and Alivi (2016) Instagram is easy to create and

maintain, there are some beneficial uses of Instagram that can facilitate the students in writing process encourage students to be more prolific writers:

1. Make writing easier to share.
2. Support group works, feedbacks, and collaborations.
3. Provide opportunities to write outside of class.
4. It can link to related texts and multimedia.
5. Provide students with a sense of authorship.
7. It can be used in various ways by the instructor.
8. Easy to set up and posts are simple to comment on.

4.The Procedure of Teaching Using Instagram's Photo Content

Learning does not always require books or other text-based documents. Students can learn and express themselves in many ways, including through visual images. Instagram gives students accesses to thousands of photographs every day and allows them to add their own photographs to the mix. By taking and responding to photographs, students learn to communicate in a different way and have the opportunity to boost their critical thinking and creative skills. Teachers can also get in on the Instagram action, using the photographs to share all of the great things they are doing in the classroom and glean ideas from other teachers (Novitasari and Alivi: 2016).

According to Novitasari and Alivi (2016) the model of instagram's photo content procedure are :

Step 1: Topic selection

The curricular guidelines of the course required students to write a text, one of them is descriptive texts. The topic is about culinary. It is well known that Indonesian people are great food travelers. The trend nowadays is many students post some foods or drink on social media but they only give simple information about the items in Indonesia. They often hang out with their friends in a café and try some interesting unique foods in menu lists then share with others. Therefore, the activities can appeal students' motivation and quickly activate their abundant background knowledge of the subject. They can try to compose a descriptive text about the food or drinks that they post using English. Another alternative issue is about travelling. Travelling to some places seems adventurous in adolescence. It will attract their interest to write the places they visited to share with others on Instagram.

Step 2: Pre-writing activities

For purposes of developing an interesting topic related to culinary, an example of descriptive text is created. Eventually, the teacher can encourage students to search on their own for additional information on the internet; however, it is always important to teach students to judge the authenticity and reliability of the material they find on the Internet.

Step 3: Drafting

At this point students were ready to begin drafting for their text. To help students write the text, the teacher should provide guidelines on how to write the structures of the text. Helpful instructional material about all types of genres is

available from the online writing centers of various educational institutions. This information also makes the assignment more authentic because students feel that they are obtaining guidelines from the same sources used.

Step 4: Peer review or teacher feedback

After composing their draft, the students formed pairs and exchanged papers for peer revision. Peer correction is important to get feedbacks or inputs from audiences and make the students learn to accept constructive criticism. The power of peer feedbacks undeniably helps students to improve their writing. However, it also helps to foster a culture of writing accountability amongst peers. Peers now feel the need to write, comment and improve in order for them to share their work with their peers.

Step 5: Revising

After writing their draft and obtaining feedbacks from their peers, students are now ready to write their text. In this stage, teacher must guide the students to revise their writing with some guidelines such as organizations and mechanics.

Step 6: Sharing the written production on Instagram

As a final step, students prepared to publish their writing on Instagram. The teacher can give feedbacks in column below the caption to make the students write better for the next writing. In addition, the students can write some hashtags to connect with other users so their posts can be seen and commented by many audiences. Be sure to use hashtags for each specific assignment or project so that they are easily searched and found by everyone in the class, for example, #ESLculinary, #ESLtravelling, etc.

E. Previous Studies

Many previous studies that is relevant to this research. The writer has found the research done from Kelly (2015). This study seeks to investigate how SNSs can be integrated into L2 education. More specifically, it will explore how using Instagram, a SNS, affects English language learners' descriptive writing ability. As part of this investigation learners' attitudes towards Instagram as an interactional learning tool are also examined. The study employed an action research design within the qualitative research paradigm. The data collection tools employed consist of participants' online Instagram posts and comments, semi-structured interviews and a researcher's journal. There were 5 participants, with ages ranging from 21 to 30 ($M = 22.5$). Furthermore, 4 were male and 1 was female. The pseudonyms Luke, David, Sam, Thomas and Alice were bestowed on participants. A diverse range of nationalities were present such as Hungarian, Kazakhstani, Vietnamese (2) and Cambodian.

Handayani (2016), this paper is non research. So, she will gives an overview of the main advantages of using Instagram for EFL and offer a list of activities for which Instagram can be used. 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.

Novitasari et al (2016), they present some writing activities using Instagram as an instructional tool to attract students' interest and build ideas in large classes. This study is non research. So, they give an overview about the use

of instagram to teach writing in large classes. The result of their journal is that Instagram is an effective tool to improve the writing skill of the students.

Listiani (2016), this study was conducted by using experimental research especially quasi experimental research with 40 students participated. Those students were divided into experimental and control group. The experimental group was taught writing recount text by using instagram as a teaching technique, whereas the control group was taught by using teacher centered writing. Results indicated that the final average score of experimental group was 73. Meanwhile, the control group got a lower average score with 67.15. After calculating the significance of the test, the result of the t-value was 2.210 and t-table was 2.002. With regard to the previous results, it can be concluded that teaching recount text using instagram resulted a better achievement. Besides, the t-value of the post-test was higher than the critical value which meant that the difference was statistically significant. Thus, the higher achievement of experimental group indicated that the use of instagram promoted a better understanding for students with high and low motivation which improved the quality of their writing.

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 photographs as media which is significantly different from those who are taught without photographs. 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 photographs in Instagram and the control group was taught without using photographs in 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 photographs in Instagram and using conventional teaching. Based on the result of this study, it is concluded the application of photographs in 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.

Suharso (2017), the aim of this research was to improve the students' writing skill using Instagram in Grade X of Science 5 at SMAN 5. This was an action research study which involved some steps. The subjects were 28 students of Grade X of Science 5 at SMAN 5 Yogyakarta. The research was done in two cycles and obtained the qualitative and quantitative data. The data collection instruments were observation checklists, interview guidelines, and writing tests. The data were in the form of field notes, interview transcripts, observation checklists, and scores. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Then, evaluating students' writing products using the scoring rubric was done to get the 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. They also had more opportunities to practice their skill using the social medium. There were significant improvements in the test scores. In conclusion, the use of Instagram can improve the students' writing skill significantly.

A study conducted by Handayani (2017) who carried out at English Department UMMY Solok. This study aims to investigate students' attitudes towards the use of Instagram in teaching writing. The population of the research was first grade students of English Department UMMY Solok who took Writing I subject. The total number of 8 students enrolled at the closed group feature of Instagram, in which only group members can interact each other. To get the data of the research, the researcher used questionnaire and interviewed. The research design included a 5 point likert-type questionnaire which were strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly Disagree (SD). It was used to investigate students' attitudes toward the use of Instagram in teaching writing. For the interview, the researcher prepared semi-structured interviews. It was done to five students who had been randomly selected. The finding of the research showed that students had a very positive attitude towards the use of Instagram as an teaching writing activity in the classroom. Besides, using

Instagram in foreign language learning can be an effective and innovative tool as it is used by students and teacher for educational aims appropriately.

Anggraeni (2017), who investigated the students' perspectives of using Instagram in doing their writing assignments. Qualitative research approach in the form of case study is conducted to obtain the data. Sixty students of writing class are employed as participants in this study. The result reveals that the students' perspectives cover two aspects that include benefits and barriers of using Instagram. One of the benefits shows that participants have positive perspectives of using Instagram in their writing assignments. Participants view that Instagram is a valuable social network platform that motivate them to write better. However, the participants face challenges in using Instagram for their writing assignments. The overall contribution of this article is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class.

Handayani et al (2018), this study examined the effect of the use of Instagram on EFL students' writing ability. A pre-experimental research design with no control group was chosen for this research. More specifically, it used one group pre-test post-test design. It involved 34 EFL students of an Indonesian university. The students were taught to write opinion essays with Instagram as the instructional medium. The treatment was given in six meetings, excluding the writing pre-test and post-test. After both groups were given the treatment, the result of the study shows that the mean score of pre-test was 60.0294 and post-test was 75.3676. Based on the result of the data analysis, it can be concluded that

there is a significant difference between the EFL students' ability before and after the implementation of Instagram. It means that the students get better writing ability after the implementation of Instagram. In addition, the correlation testing showed positive correlation which means the student who had higher score still had higher score in the post-test. Similarly, the student who had lower score in the pre-test score still had lower score in the post-test.

Sirait et al (2018) in their research examined the procedure in using Instagram for online peer-review activity tool in writing descriptive text for senior high school students (SMA) grade X. There are some advantages in using instagram as a tool for online peer-review activity in writing descriptive text. The first advantage is using this technique could motivate students in writing. Second, using instagram will give convenient and easy to use. Then, using instagram needs less paper. After that, using instagram is more flexible in time. Using instagram allows for multimedia interaction. Last, the students will take responsibility for their works.

Nada et al (2018) in their reseach examined to investigate EFL students' perceptions in using *Instagram* to improve their writing skills particularly in writing a descriptive text. The study employed a qualitative descriptive method focusing on four participants of second-year students of Sampoerna University. They were asked to answer a set of questionnaires with six close-ended questions and five open-ended questions about the use of *Instagram* as a tool for writing descriptive text learning. The result of this study indicated that *Instagram* is an

effective tool for developing students' descriptive writing skills. This study also found that *Instagram* can be an effective pedagogical tool if used appropriately.

Soviyah & Etikaningsih (2018), this study was categorized into an experimental research. The research setting was in a private high school in Yogyakarta and done in late of 2017. This research involved 6 classes of level X students who were divided into two groups namely experimental and control groups. Each group consisted of 25 students. In choosing the groups, it was done randomly using random sampling technique. The empirical data were collected through pre and post tests. The data were analyzed quantitatively applying t-test computation and descriptive analysis. Results of the study indicate that there is significant difference in students writing score between those taught using Instagram and those who aren't. In conclusion, teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.

Alfiyatun & Muntaha (2018), the research design in this research was quasi experimental research with quantitative approach. Two classes were chosen as the samples by using cluster random sampling technique. X MIA 2 ICP class was the experimental group and X MIPA 1 ICT was the control group. The researcher used writing test to collect data. To get the data the researcher conducted pre-test before giving the treatment, post-test after giving treatment, and tried them out first to analyze the readability of the test before applied to the experimental and control group. In analyzing the data, the researcher used

normality, homogeneity, and t-test formula to compare the difference post test scores between two groups. Furthermore, to analyze the data the researcher used normality test from chi-Square theory, homogeneity from F table theory, and t-test for hypothesis test. The result in this research, the average of students' score of experimental group using Instagram captions was 85.88 and for the students' control group using picture was 76. From the result of independent T-test is higher than T-table ($18.7862 > 2.060$) on the significant level 0.05 with $n = 25$ students. Based on the result above, it can be concluded that students who are taught by using Instagram captions as teaching media have better writing ability than those who are taught using picture as teaching media.

This research has some similarities and differences between previous studies. The similarities are mostly using instagram to teach writing. The differences are they use Instagram as media in different education level, school, research design, and data analysis. Besides, the previous studies almost done the research in senior high school, junior high school and university level. But this research done in one of popular vocational high school in Tulungagung. So, the researcher would conduct the present research with entitled "*The Effectiveness of Using Instagram's Photo Content towards Students' Descriptive Writing Ability at the First Grade of SMKN 1 Boyolangu*".