

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

1. The Definition of Writing Skill

One of language skill in English is writing. Writing is important to be studied because it is considered as the productive skill with the process of using symbols (alphabet, punctuation, and spaces) to communicate the thoughts to be a good sentence on a paragraph. In simple way, Writing is a sort of communication which is used by writers to express and share their ideas, feelings, and thoughts (Sari & Sabri, 2015).

However, writing is not only about process of using symbols, yet it is also about using them to show and communicate an idea of the writer's own to a readers.

Robert defines writing as an active learning process and it is used to communicate information, to clarify thinking, and to learn new concepts and information (Yinger, 1987). Writing is a proven method of

enhancing student learning if assignments are structured to elicit student reflection and creative thinking. So that writing can show the capability of the writer in mastering knowledge. It is like what the teacher does toward the students. The teacher can assess and evaluate the students' capability through their writing because what students put into their writing works represent what they really know about the subject.

According to Brown in (Yinger, 1987), writing is a written product of thinking, drafting, and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions to put them cohesively in a written text, how to revise text for clearer meaning, how to edit text for corresponding grammar, and how to produce a final product.

Based on Harris, writing is a process over period of time; particularly if we take into account there sometimes extended periods of thinking that precede creating an initial draft (Nation & Newton, 2008).

Meanwhile, based on Westwood defines that writing as a process that combines the brain mechanism or cognitive ability and other specific ability (الشعراني & الوزير, 2006). Ghaith (2002:1) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourages thinking and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed. A statement by Westwood further elaborates that writing needs the writer to formulate ideas, organizing and sequencing them in logical order, selecting vocabulary, checking for grammatical correctness, spelling word correctly and finally, applying correct punctuation as well as writing legibility.

Moreover, according to Langan writing as a process of exploration and continuing discovery (Syarifudin et al., 2014). As the writer, he or she may suddenly switch back or double back. He or she may work on a topic

sentence and realize that it could be his or her concluding thought. He or she may develop a supporting idea and then, decide that it should be the main point of his or her paper.

Another definition of writing is that writing is defined as a basic communication skill and a unique asset in the process of learning and teaching a second or a foreign language (Soori, et.al., 2011). Producing a successful written text is a task which requires simultaneous control over a number of language systems. For making a good writing, people have to use a large number of formal features in order to help the readers infer the intended meaning. Failure to use these features correctly causes vagueness, ellipsis and ambiguity in some writings.

In short, writing is expression of idea, feeling, and thought which is created by a writer on the written form that is readable and comprehensible.

Seeing the definitions from several sources above, it can be concluded that writing in essence is a knowledge,

which is knowing what is in the mind then poured into written form. Knowledge here is not only in the form of words or phrases but can also be in the form of images, a combination of ideas and images, and everything that is on the mind. A person's knowledge will be clearly visible after being poured into oral and written forms. Just as you may not know what you're going to say until you say it, so you may not know what you are going to write until you write it. The statement emphasizes that writing becomes the way of knowledge.

2. The Importance of Writing Skill

Writing is considered as an important skill because of some reasons. Effective writing skills are central in both higher education and in the world of work that follows. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability (Putra et al., 2021). So that besides writing is important as an education, it is also important in order to find jobs.

In all six areas (business management, psychology,

computer science, chemistry, civil engineering, and electrical engineering), writing ability was judged important to success in graduate training (Cooper, 1984). That is why writing is taught to the students at schools. Even first- year students in programs such as electrical engineering must write laboratory reports and article summaries. Writing becomes one of requirements for success.

Writing well is not only an option for young people, but it is a necessity. Writing skill is one of predictors of academic success and a basic requirement for participation in civic life and in the global economy (Graham and Perin, 2007). That is why learning to write is necessary for the students. The students should be able make an effective writing before they graduate from school and before they join in civic life. So when the students can not do writing well, they can not be graduated from their studies. It shows that poor writing proficiency is not a simple problem. It becomes a serious issue that needs to be handled by everyone.

3. Elements of Writing

When doing writing, it needs to be considered about the elements of writing. When all elements have been fulfilled, it shows that writing has been done well. According to Carroll (1990 : 4), There are three elements of writing. The three elements are clarity, coherence, and focus. Those three elements may come together to form a good writing.

Clarity is related to the structure of the sentences and also the vocabulary. If this element does not be fulfilled, it will cause an ambiguity. Ambiguity happens when a word or expression is used in such a way that can be understood in more than one way.

Clarity demands the writer to be careful in choosing words and arranging the words to be a sentence. The next element is coherence which has close relation with focus. Coherent writing has clear connections between ideas, between sentences, and between paragraphs. While focus establishes what you are writing about and why. Without focus, writing can not be coherent (Carroll, 1990). The

writer should include both elements to make an effective writing. Before the writer starts to write, he/she should decide the focus first. If the focus has been clear, the writer can make a paragraph that consists of one focus only and has clear connections between ideas and between sentences. When all of them are done well, it will be a coherent writing.

4. Problems in Writing

Writing skill has several subskills and on those subskills the problems may often occur. The subskills are divided into five categories. The first is about language used and grammar. Secondly, it is about the content itself whether it is appropriate to the topic or not. Third is about the organization. It is about coherence, cohesion, and also unity. The fourth is about vocabulary and the last is the mechanic (spelling, punctuation, capitalization, etc). The students may have some problem in those five subskills. Therefore, the students should be aware on those five subskills.

According to Msanjila (2005), there are six common

problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Good writing assignments must have a clear goal expressed by the teacher on the assignment sheet so that students can understand the goal, (الوزير & الشعراي, 2006). The teacher should consider about the writing assignments that must be done by the students in order to improve the students' writing ability. Many techniques have been used to improve student writing. Students should have ample time to write at least four times a

week, regardless of the type of writing program (Flyte-Rettler, 2004). One way that demands the students having ample time to write is making a journal or a diary. It will help the students to form the habit of writing.

In creating the habit of writing, students can use many ways to have ample time to do writing. One of them is through caption instagram. A instagram can provide wide space for writing and the students can do writing in a different way. They do not need a pen and a piece of paper to write but they only need to connect to the internet and directly they can express their ideas through writing and posting them on a instagram. This way will be more attractive because the media used for writing is modern. This way can be a solution for the students to form the habit of writing by having ample time to write on caption Instagram.

Finally, from the definition of writing above, researchers have their own way of defining writing. Writing means conveying the ideas, creativity and ideas of the author into written language which is commonly

called an essay. Because, the author expresses the contents of his thoughts, ideas, opinions or desires through writing. so that the author's intent can be known by many people through the writings written. In which has some indicators of good English writing skills, namely:

- 1) Content : students are able to adjust the suitability of the chosen title.
- 2) Organization : students are able to compose paragraph unity, coherence, cohesion.
- 3) Vocabulary : students are able to determine the accuracy of the use of vocabulary.
- 4) Use of language : students are able to determine senses and patterns.
- 5) Mechanics : students are able to determine spelling and punctuation.

5. Process of writing

As a classroom activity, the writing process consists of four basic steps. They are planning, drafting (writing), revising and editing (wibowo, 2013)

a) Planning

This first step encourages the students to generate their ideas before entering the core activities in the writing process. The students convert their ideas to a note form and evaluate the quality and utility of the ideas.

b) Drafting

In this step, students are focused to arrange their notes from the previous step to a mind map, diagram, or ribbed form. The writing rules, such as spelling, grammar or the neatness of the text are ignored.

c) Revising

In the third steps, students are expected to review their written drafts. They could share their drafts to their friends or make a writing group then their friends give feedbacks. After that, the students rearrange their

drafts based on the given feedbacks and they might extend new ideas or eliminate unnecessary sentences.

d) Editing

In the last step, the mechanical aspects of students' writings are checked. The mechanical aspects are margins and indentation, spelling, capitalization, and punctuation. This step is important so that students' writings are able to read and ready to share.

6. Teaching Writing

Writing is one of English skills which is basic and practical that allows people to be more than just passive recipients of linguistic input, but also cause to emerge the abilities in thinking critically (Abkar Alkodimi & Mohammed Hassan Al-Ahdal, 2021). However, writing is difficult for most of the students whose the first language is not English, including Indonesian students. In this case, there are several differences between Indonesian and English in

grammatical and structural terms and style. The students must be able to have an ability in translating or transforming the meaning from Indonesian to English context. The English form must not be rigid, so it is able to read by readers(Ariyanti, 2016).

On the other hand, teachers have important role in applying the appropriate strategies to their writing class because teachers factor might influence the students in producing their writings. Teaching strategies that are applied by the teachers would somehow determine the teaching writing in the classroom. Therefore, teachers should choose the proper teaching writing strategies for their class carefully. Moreover, teacher should remember that it is important to make efforts in helping the students to produce their writings(Millay, 2016).

B. Concept of Caption on Instagram as Learning Media

1) Explore the effectiveness of using Instagram captions as a learning Media.

Using Instagram captions as a learning tool for

improving English writing skills can be remarkably effective due to several interrelated factors. First, the platform's social and interactive nature encourages frequent and authentic use of the language, which is essential for language acquisition. When students create captions, they are engaging in a form of micro-writing, which requires them to distill their thoughts into concise, meaningful expressions. This practice helps students to become more mindful of word choice, sentence structure, and overall clarity, as they have to convey their message effectively within the platform's character limits. Moreover, the informal and conversational tone typically used in Instagram captions allows students to experiment with language in a less pressured environment compared to formal academic writing. This can increase their comfort level with writing in English and encourage creativity.

Another key aspect of using Instagram captions is the opportunity for immediate feedback. Through likes, comments, and interactions from peers and others, students receive real-time responses to their writing, which can

reinforce good practices and highlight areas for improvement. This kind of feedback loop is vital for learning, as it allows students to see the impact of their word choices and phrasing on an audience. Furthermore, because Instagram is a visual platform, students often use images to inspire their captions, which can aid in contextual understanding and help them associate words and phrases with specific scenarios or emotions. This visual connection can deepen their comprehension and retention of vocabulary and expressions.

Additionally, the widespread use of hashtags and the ability to follow and engage with global content exposes students to diverse English usage, including slang, idioms, and cultural references. This exposure can broaden their linguistic repertoire and help them understand different contexts in which certain language forms are appropriate. Furthermore, by participating in challenges or trends on Instagram, students can practice writing in a way that is both fun and socially relevant, making the learning process more engaging and motivating.

Overall, Instagram captions serve as a dynamic and interactive tool for improving English writing skills,

combining the benefits of regular practice, audience interaction, creativity, and exposure to authentic language use in a real-world context. This approach not only enhances students' writing abilities but also fosters greater confidence and enjoyment in using English as a means of communication.

2) Engaging the students with a wider community and receive feedback on their writing.

Incorporating relevant hashtags in captions can significantly enhance learners' ability to engage with a broader community and receive valuable feedback on their writing. Hashtags serve as a tool to categorize content, making it discoverable to users beyond one's immediate followers who share similar interests or are searching for specific topics. For language learners, using hashtags like #EnglishLearning, #WritingPractice, or #LearnEnglish can connect them with a global audience of learners, educators, and native speakers who can provide constructive feedback, encouragement, or even correct mistakes. This interaction fosters a sense of community, where learners can compare their progress, share experiences, and learn from others' posts.

Additionally, engaging with a wider audience through hashtags can expose learners to diverse perspectives and styles of writing, helping them to refine their own skills by observing how different people use the language. The feedback received, whether through comments, direct messages, or the number of likes, offers immediate insights into the effectiveness of their writing, highlighting areas for improvement or affirming their strengths. This dynamic, interactive learning environment created through the strategic use of hashtags can accelerate the development of writing skills in an engaging and socially connected way. Here are a few examples of Instagram captions that could be used by learners to practice their English writing skills:

a) Travel Post:

- Caption: "Wander often, wonder always. Exploring the hidden gems of the city one step at a time.
#TravelDiaries #CityAdventures #ExploreMore"

b) Motivational Post:

- Caption: "Every day is a new beginning. Take a deep breath, smile, and start again. #MondayMotivation #PositiveVibes #KeepGoing"

c) Food Post:

- Caption: "Savoring every bite of this delicious homemade pasta! Sometimes, the simplest meals bring the most joy. ☐ #FoodieLife #HomemadeGoodness #PastaLove"

d) Study Session Post:

- Caption: "Coffee and books—my perfect study companions. Staying focused and motivated for the upcoming exams. ☐☐ #StudyGoals #ProductiveDay #LearningEveryday"

e) Fitness Post:

- Caption: "Push yourself because no one else is going to do it for you. Sweating it out at the gym today! ☐ #FitnessJourney #StayStrong #HealthyLiving"

f) Nature Post:

- Caption: "Finding peace in the simplicity of nature. The world is so much brighter when you stop to appreciate it. ☐ #NatureLover #FreshAir #PeacefulMind"

g) Fashion Post:

- Caption: "Style is a way to say who you are without having to speak. Loving this chic, casual look today! ☐ #OOTD #FashionInspo #StyleDiary"

These captions use a mix of descriptive language, idioms, and hashtags to engage with a broader audience, while also practicing concise and expressive writing.

3) The role of visual elements of caption on Instagram

Visual elements like emojis and images play a significant role in enhancing the impact of written captions, especially for language learners. Emojis, for instance, act as visual cues that can convey emotions, tone, or context, making the text more relatable and easier to understand.

For language learners, who might struggle with nuanced expressions or idiomatic phrases, emojis can help bridge the gap between literal and implied meanings. For example, a simple heart emoji ❤️ in a caption can instantly convey affection or love, reinforcing the sentiment behind the words. This visual support can make the language more accessible and engaging, encouraging learners to experiment with expressive language in their writing.

Similarly, the accompanying image in an Instagram post adds another layer of meaning to the caption, providing context that can help learners infer the meaning of words or phrases they might not fully understand. For instance, a caption that reads, "Chasing dreams and sunsets ☺️," paired with a photo of a sunset, allows learners to connect the metaphorical language of "chasing dreams" with the image, deepening their comprehension and retention of the phrase. This connection between visual and textual elements enhances the learning experience by making it more immersive and interactive. Additionally, visual elements can make the content more appealing and

memorable, which is crucial for keeping learners motivated and engaged in their language practice. Overall, emojis and images not only enrich the written content but also support language acquisition by providing contextual clues and emotional resonance.

4) Challenges on using Instagram as a platform

Using Instagram as a platform for practicing English writing skills through caption creation presents several potential challenges and limitations. One primary issue is the constraint of character limits, which can hinder learners from developing more complex and nuanced expressions. The brevity required by Instagram captions might lead to overly simplistic language use, potentially stifling more elaborate writing practices that are crucial for advanced language development. Additionally, the informal and conversational nature of Instagram can sometimes promote casual language, slang, and abbreviations, which might not align with formal writing standards or academic English. This can lead to the adoption of non-standard language patterns that may not be beneficial in more formal contexts.

Another challenge is the variability in feedback quality. While feedback from peers and other users can be beneficial, it is often inconsistent and may not always provide constructive or accurate guidance. Learners may receive superficial comments or encouragement that do not address specific areas for improvement, which can limit their ability to make meaningful progress. Furthermore, the focus on visual content might overshadow the importance of writing quality, as engaging images can sometimes attract more attention than the accompanying text. This can lead to a situation where learners prioritize visuals over developing their writing skills. Lastly, there is also the issue of exposure to diverse writing styles and correct usage, as learners might encounter inconsistent language use across different posts and accounts. These factors combined can impact the effectiveness of Instagram as a tool for comprehensive and structured language learning.

In addition, a caption, also known as a cut line, is text that appears below the image. Most captions draw attention to something in the image that is not obvious, such as its

relevance to the text. According to Grayam (2010), caption is a brief description accompanying an illustration, the part of a legal document that gives the important details of a photograph.

In journalism, the caption is also called as Lead because it has the same criteria. Grayam (2010) mentions several criteria for a good caption: Clearly identifies the subject of the picture, without detailing the obvious. Be as unambiguous as practical in identifying the subject. Concise/ succinctness mean using no superfluous or needless words. It is not the same as brevity, which means using a relatively small number of words. Succinct captions have more power than verbose ones. More than three lines of text in a caption may be distracting. Establishes the picture's relevance to the article. Provides context for the picture. Draws the reader into the article. The maximum character count for an Instagram caption (2.200 characters) is basically a formality. But the important thing to note is that captions cut off in users' feeds after three to four lines of text. Users can see 100% having to click "more."

Teacher can use Instagram as media when to teach caption 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 text as the caption, 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 share their experiment to other friends through Instagram.

For teachers who want to boost students' creative and critical thinking skills, Instagram can also be a helpful tool. Instead of writing caption text or narrative essays, students can share the results of their stories through photos. Kelly (2015: 89) states that photo essays can be created in nearly every subject area, with students posting photos to show their understanding of a subject and adding captions to include key facts or other pieces of information. The photos found on Instagram can also be used to inspire creativity,

having students choose a photo and then write a short story, description their story or on what they see. Using Instagram's search feature, students can also search for photos by hash tags and find photos to help them learn more about a particular topic or to use as part of a report or research project.

Finally, from the definition of caption instagram above, researchers have their own way of defining caption instagram. Captions on Instagram are a few sentences to clarify images or videos that are usually used to interact with what the user means. Instagram caption is a place to convey information or messages about what users feel and do. Through Instagram captions Users can describe the images or videos they post using attractive text forms. In which has some indicator of writing a good caption, namely

:

1. The captions should match the images.

Caption must match the image. So the meaning will not change. For example, don't give happy captions to sad pictures.

2. The captions should add new information.

In books or newspapers, detailed information about a photo or image will usually be written in the headline or summary section. A good caption will contain information that has not been included in that section. Without going into details what is already obvious.

3. The captions should provide context for the picture.

A caption must also have context, namely a description or sentence that supports or adds clarity to meaning. The point is that captions don't just explain things that readers can see clearly.

4. The captions should be brief or shorter.

Captions should be concise, brief, solid and clear. We can use conversational language that is more concise and easier for readers to understand, to capture the information conveyed in the caption.

5. The captions should draw attention.

A good caption will contain facts, accurate information and attract the reader's attention.

6. Use the present tense to create a sense of immediacy and

impact.

If possible, use the Present Tense so that the reader can feel the current impression and impact.

7. Always identify the main people in the photograph.

In the caption, always identify the main person or object in the image or photo. It helps to focus on what is being described.

C. Previous Study

Before conducting more in-depth research, the researcher carried out an analysis of previous research, there were 3 previous studies with several differences and similarities.

Previous research was conducted by Mauliya Avivi and Fika Megawati in 2020 entitled Instagram post :

Writing Caption through process approach in developing writing skill. The difference in this research lies in the research method, namely using quasi experimental. The result of this study indicates that Instagram caption through process approach gives positive effect for developing English writing skill.

More specifically, the students are able to use their Instagram account as an alternative way to learn English by sharing their experience, strengthen their step in writing skill through editing and revising the draft based on the teacher's feedback, and publish writing product. This study implies that feature in Instagram gives advantages for English teachers and students, and it can be promoted as an attractive educational technology for writing activities.

Second, research has been carried out by Diana Yesi Pratiwi (2021) entitled Improving Students' Writing Ability Through The Use Of Instagram Caption. The difference in this research lies in the research method, namely classroom research design.

The result of the study showed that there were improvements of students' writing ability after being taught using Instagram caption as a media. It was proved by the improvement between the students' score of preliminary test and cycle 2 post-test. The average of preliminary test was 68.89, while the

average of cycle 2 post - test was 79.81. Based on the result above, it can be concluded that this media gave positive contribution to the improvement of the students' writing ability. This media is beneficial to help the students to learn writing English in more enjoyable way.

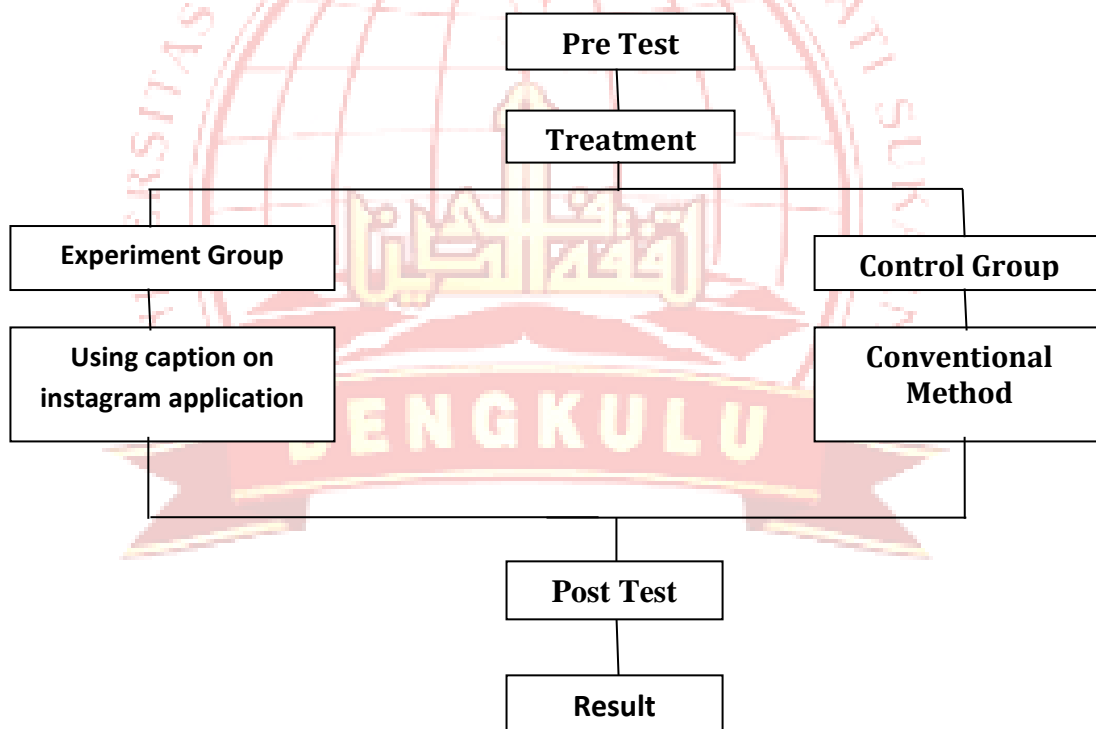
Third, research has been carried out by Benarita Purba et all (2024) entitled The Using Of Instagram Caption to Improve Studentswriting Ability For The Tenth Grade Students of Sma Swasta Yayasan Perguruan Keluarga Kota Pematang Siantar. The result study shows that the Instagram caption can help improve students' writing skills because the results of data analysis show that there are significant . The Instagram application using the caption can be used as a media in improving students' writing skills. After being implemented in tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematang Siantar.

D. Conceptual Framework

In order to conduct this research effectively to

know the effect of the learning media by implementing Caption on Instagram Application as Learning Media toward student's writing ability as an experimental research on XII grade students of SMA N 7 Bengkulu, academic year 2024-2025 then the conceptual framework of this research as follows:

Table 2.1 Conceptual Framework



E. Research Hypothesis

Null hypothesis (Ho): "There is no significant difference between the ability to write caption text before and after treatment by using the Instagram application.

Alternative Hypothesis (Ha): "There is a significant difference in students' ability to write text captions before and after treatment by using the Instagram application

