

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the English skills which is often used in many activities including teaching and learning activity. Cited in Asrifan (2015), according to Pincas (1986) writing is also rated as one of the activities which most students do in their learning process. Through writing activity, students can express their perceptions and responds in different perspectives to something, until transmitting information.

In addition, it is not an exception for students to find a difficulty in the writing process. Sometimes, they find it confusing with how to start their writings and how to deliver their thoughts to complete it. Students' interests in writing even still minim. Nunan (1995), Brown (2001), and Harmer (2007) in Togatorop (2015) state that writing is believed as a complex activity in order to develop ideas to be put as a good written form.

As the problem, it was found when the Teaching Practice Program (PPL) that there were some students who had no motivation in writing activity which made them got a difficulty in generating ideas into a written form, and made their writings were not arranged with what actually thought. It was seen from the students' writing results score that under the minimum completeness criteria, which is 75. Whereas according to Albee in Atwan & Vesterman (1987), cited in Manik & Sinurat (2015), writing is an activity to deliver what we think about.

To deal with this problem, teachers as the facilitators have to be more creative in adopting the materials to promote students' creative thinking in writing activity, and make the process more appealing, inspiring, and easy. As stated by Ali (2009) in Asrifan (2015), to increase students' writing ability, builds the environment that allows their creativeness and free them to relish the process. It can be supported by methods, techniques, media, and materials in order to encourage the students' writing ability.

Media is often pointed as one of the most influential things in a learning process. The function of media in building up learning process has been recognized over the ages (Ellis, 1991) in Benson & Odera (2013). For example, digital photograph, it can be used as a media to help teaching and learning process. What is digital photograph? Digital photograph described as a model of electronic image that can be found on the internet, which is not in a printed form. It can be an instrument that contains rich meanings which can be explored by both students and teachers (Johansen & Le, 2014) cited in Kusumaningputri & Widodo (2018).

In education, digital photograph is often found to complete or illustrate a text with kinds of portrait or photo journalism. Digital photograph is also claimed useful to help students in writing activity. A research conducted by Triacca (2017) concluded that digital photograph is effective in helping students achieve higher score in writing. Another research provided by Styati (2017) shows that digital photograph is one of the visual authentic materials that can be used in a writing classroom to help students in composing their writings.

It is obvious that the use of digital photograph should be considered in an effort to generate students' creative thinking in writing. Since the research about the use of digital photograph to writing still rare, this research is conducted with a different method which focuses on the use of digital photograph in writing activity. Digital photograph can be used to stimulate students' creativities in writing paragraph.

Furthermore, concerning the topic that has an aim to investigate the use of digital photograph to promote students' creative thinking in writing paragraph, this research is titled with "Promoting Students' Creative Thinking in Writing Paragraph by Using Digital Photograph Media".

B. Research Questions

From the description, the problems are formulated as three following research questions:

1. How is the process of teaching by using digital photograph media to promote students' creative thinking in writing paragraph?
2. What creative thinking aspects appear in students' paragraph writing?
3. What are the students' responses to the use of digital photograph media?

C. Research Purposes

From the research questions, this study proposed at getting three following purposes.

1. To find out the process of teaching by using digital photograph media to promote students' creative thinking in writing paragraph.

2. To find out the creative thinking aspects appear in students' paragraph writing.
3. To find out the students' responses to the use of digital photograph media.

D. Significances of Research

This study telling at least two significances include theoretically and practically. *Theoretically*, the result of this research is beneficial in giving information for the readers about the use of digital photograph media in writing activity which can be used in English teaching and learning process. *Practically*, this research can provide an alternative material in teaching English which indirectly gives a new reference for teachers and students. In addition, by the use of digital photograph, students' ideas will be increased in writing activity.

E. Rationale

Knowing how to write a good paragraph is important, in order to increase knowledge from various fields, it also helps intellectual quality. The importance of knowing how to write a good paragraph because it becomes part of many exercises (Niquet, 1979) in Popescu et al. (2015). In order, we can deliver our ideas, opinions, and arguments, through paragraph we can also give information and convince people with our thought.

To increase students' creativity and quality in writing paragraph, teachers should make an achievement to promote students' creative thinking in the process with adopting various styles of learning. It is generally known that creative thinking is needed in the writing activity. According to Sternberg & Lubart (1996)

in Türkmen (2015), creative thinking refers to the capacity of seeing a specific situation or problem from different perspective. Cited in Sari (2016), Lightbown & Spada (2006) regard that varieties activities, tasks, and materials can boost students' motivation in learning something.

Digital photograph can be a new reference to be used in teaching and learning process. It is one of the authentic materials that can be used in a classroom which can help students in writing activity (Styati, 2017). As stated by Kilickaya (2004) in Asrifan (2015), authentic materials are helpful for the language learning process. The media is not the form of a printed photograph but in the electronic form that can be found on the internet, such as blog or social media.

The use of picture is impressive which disclosed that students and teachers mostly use multimedia, image and printed text that includes song lyrics, photographs, stories, etc. In general, mostly teachers use printed photograph to make students to be able in delivering what should be written, which give students limit materials. Digital photograph is used to let students explore more something that they need in the writing process. Because digital photograph is easy to be found on internet, or can be produced by teachers as the facilitator or by students themselves (Sanif et al., 2013).

Teachers can use digital photograph as a process approaches in order to improve students' writing ability (Westwood, 2008). It is also improving their creativity in writing and increasing their mood in delivering ideas. Students will find writing as a challenging skill to be controlled for communication and to

convey information, or to be done as a task or a must in a classroom. That is why digital photograph media needs to be investigated, especially to promote students' creative thinking in writing ability.

F. Previous Research

This study will focus on the use of digital photograph media to promote students' creative thinking in writing paragraph. There are some related researches that are used as references for this study.

The first research conducted by Erlik Widiyati Styati (2017) titled "Digital Photographs as Authentic Materials in Teaching Writing" shows that the use of digital photograph in teaching writing is effective. The research conducted by quasi-experimental design which divided class into two classes; control and experimental. As the result, the higher significant happened in experimental class was given treatment.

The second one is the research provided by Serena Triacca (2017) titled "Teaching and Learning with Pictures the Use of Photograph in Primary School". It says that both photograph and digital photograph are effective in helping students achieve higher score in writing. The research used case study design which shows the instruments are divided into observation, questionnaire, and interview. The observation focused on the lesson activity of teacher and students, the questionnaire was given to teacher about the use of different images, and the interview also given to teacher to collect perceptions about the experience and its implications. The result shows that photographs helped students in simplifying

concepts, stimulated their creativities in producing ideas, and gave a decisive impact in learning activity.

The third research reported by Tihana Hrešć (2016) titled “Ways of Promoting Creativity in EFL Classroom” claim that there is a connection between creativity and language learning process, and also something that facilitates the creativity itself; technology. This research used case study design which is consisted of observation and questionnaire. The result shows that creativity can help students in finding answer, creating new ideas, and solving problems.

The fourth one is “The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools” by Kristen Purcell, Judy Buchanan, and Linda Friedrich (2013). It was found that digital tools are shaping students writing and become helpful tools for teaching writing. In order can make students express their personal expressions and creativities, it is also challenging for teachers to take students’ enthusiasms in writing activity.

The fifth one is the research conducted by Richard Pesik (2010) titled “Improving Students’ Performance and Writing Skills by Using Photography, Auto Photography, and Music”. The use of various media such as photography, auto photography, and music would not only help students in writing, but also increase their interest in writing creatively. The writer suggests that the positive result of this study should be implemented in any program to deal students’ writing.