

CHAPTER I

INTRODUCTION

This chapter consist of background of the research, research questions, the objective of the research, limitation of the problem, significances of the research, definition of key terms, and the organization of the research paper.

A. BACKGROUND OF THE RESEARCH

Language is one of the most important factor in human life. Human use language as a tool to express feeling, interact and communicate with others. Sometimes human interaction error and miscommunication occur. Therefore, applying and understanding language in daily life have become a responsibility of every human being to avoid miscommunication.

According to Kurniasih (2011), there are four basic concepts in learning language skills: listening, speaking, reading, writing. Every language process can improve students' ability to use other abilities. Because they are related to one another through communication (oral or written) and the direction of communication (receiving or producing messages).

In line with the opinion of Richards & Schmidt (2002) as cited in Pardede (2019), the four language skills (listening, speaking, reading, writing) are the way language is used to communicate. Each person communicates using

language, then automatically someone uses a combination of skills. The combination may lead to one or even many other skills.

According to Tarigan (2008), Writing is a productive and expressive activity. For example, students must practice first to be able to produce writing or useful work. Lots of student useful writing can develop their creativity in daily life but then one student who has difficulty in producing good writing because these students rarely practice it. Factor that influence the low ability to write may stem from the lack of a teacher role in educating students to write.

Writing can be associated with a variety of texts. There are several types of texts studied by students to explain natural and social phenomena, describe an object, create and understand instructions, and tell an event, that is 1) Report text, 2) exposition text, 3) Descriptive text, 4) Procedure text, 5) Recount text, 6) and Narrative text (Lasito, 2014).

Gerot and Wignell (1994) as cited in Rahmawati (2017) explain that narrative texts can be used to entertain by telling actual experiences, or events related to someone using a different way. Narrative text will involve a problematic event before finally finding a resolution. Narrative text will also be very liked by children or students if the story is engineered into fiction. Some examples of narrative text are fantasy novels, stories, and historic fiction.

To increase students' interest in writing narrative text, teachers should try various media that can be used for learning to write narrative text. One of the media that can be used is the digital picture series media. According to Yunus (1981) as cited in Fitri & Supriani (2016) picture series is a media that is

included in the image category. By using a picture series media, students can be interested in writing because picture series is one of the interesting teaching media and is easy to find in the digital era.

The researcher carried out an analysis to the research conducted by Graha; Indihadi; Hamdu, (2018) entitled “The Use Picture Series Media to Increase Expository Essay Writing Skills” which focuses on the writing skills of expository narrative essays using Picture series media and can be concluded before the use of this media none of the students got high score in writing narrative text. But after using picture series media there is an increase in score obtained by students. So, it can be ascertained that using this media can facilitate students to develop their ideas into writing.

Second is a research conducted by Wulansari (2015) entitled "Developing Picture series for listening skills through storytelling to the fifth-grade students of an elementary school in Boyolali" the result revealed that the use of picture series is one of the good media used to teach listening because picture series is an interesting media that can make student learning activities fun.

Third is research conducted by Nugroho; Sudirman; & Hasan (2015) entitled "The use picture series in improving students' speaking recount text skills" states that there are significant differences in writing recount text after using picture series. The more effective picture series is the picture series taken from Google.

A student is required to think creatively, which is also one of the goals of national education No. 20 of 2003 concerning the National Education System. According to Donald J. Treffinger (1980), the Treffinger Model was developed as a form of produce creative thinking learning. Treffinger model is a process of learning through creative techniques, starting with the first level and ending with the third level. The Treffinger model can help students develop new ideas using creative thinking in learning.

Fourth is a research conducted by Wiraharyu; Purwito; Juarti (2017). Entitled "The Application of Treffinger Learning Model and Students' Creative Thinking Skills", which uses the Treffinger learning model the result is that the use of this learning model influences students' creative thinking abilities and has a positive effect on student's divergent thinking skills.

Fifth research conducted by Tampubolon (2015) entitled " The application of creativity-based Treffinger model in learning to write anecdotal texts in class X high school students in Lembang" the result is this learning model can improve students' ability to write text with the increase acquisition of student test results.

Sixth research conducted by Hayatunisa (2014) entitled "Students teams' achievement divisions (STAD) techniques in teaching narrative text writing" the result revealed that in the use of the STAD technique provides an effective effect in teaching writing narrative text because it can help students in academic terms and can motivate students to improve their writing skills.

Seventh research conducted by Rachmawati (2017) entitled "The use of fairy tale films in teaching narrative writing" the result revealed that the experimental group that was given fairy tale films shows significant improvement compared to the control group. The result from the questionnaire also showed that the students displayed excitement in learning when the treatment was given.

Eighth, research entitled "Teaching writing of narrative text through digital comics" conducted by Susilawati (2017) the result revealed that using digital comics as learning media can improve students' ability to write narrative text. Also, more strengths were found, such as being able to increase student interest, making the material easier to understand motivating to continue learning, and increasing students' creative thinking.

Ninth, research conducted by Ilyasa (2013) entitled "The use of songs as a prompt in genre-based approaches in teaching narrative text" the result revealed that the use of songs can help students to understand the context and purpose of the text, increasing the number of students' vocabulary in writing narrative text, and innovating students in learning to write narrative text.

The last, research conducted by Lasito (2014) entitled "Learning English Genres Text Through Observational Learning Implementation and Problem" in this research was found differences from previous research that is some difficulties in teaching text such as the limitations of the text for the model, the existence of rejection from students, students did not understand about variations of the text. This phenomenon found by the researcher while

conducting PLP (*Pengenalan Lingkungan Persekolahan*), shows the lack of students' ability to write some of the texts that have been learned. After discovering these facts the researcher analyzed previous research, the researcher found that there are models and learning media that can help students. Moreover, the researcher conducted research using the same model as previous studies but using different media. This research focuses on teaching narrative texts to class X students using the Treffinger Model with picture series media. Researcher use the Treffinger model because this model focuses on students' creative thinking in expressing opinions to solve their problems. Media picture series are chosen to attract students' attention while learning because most students will be more enthusiastic when seeing pictures.

B. RESEARCH QUESTIONS

Based on the background of the research, the researcher provided 3 research questions:

1. How are the scenario and the implementation of teaching writing narrative text using Treffinger model with the picture series media?
2. How are the teachers and students' responses toward teaching writing narrative text using Treffinger model with the picture series media?
3. What are students' difficulties in learning writing narrative text skills using Treffinger model with the picture series media?

C. THE OBJECTIVE OF THE RESEARCH

Based on the research question, the objectives of the research are:

1. To investigate the scenario and implementation of teaching writing narrative text using Treffinger model with the picture series media.
2. To investigate the teacher and students' response toward teaching writing narrative text using Treffinger model with the picture series media.
3. To identify the students' difficulties in learning writing narrative text skills using Treffinger model with the picture series media.

D. LIMITATION OF THE PROBLEM

In accordance with the research question, the focus of this research is on teaching writing narrative texts using the Treffinger model with the picture series media applied to tenth grade students at one of the vocational high schools in Cimahi. This decision was taken by considering the importance of the Treffinger model as one of the creative-based learning models, which can improve students' writing abilities.

E. SIGNIFICANCES OF THE RESEARCH

Hopefully, this research can give many benefits for students, teachers, the next learning process, and other research. This research can be instruction for other teachers and the researcher who wants to improve students writing skills.

a) For Teachers

1. It can be a comparison for other teachers in teaching writing.

2. This research can be used for teaching material.
 3. Finding an interesting, useful, and effective learning model in teaching writing.
- b) For Students
1. Improve writing skills.
 2. It can make students think more creatively.
- c) For The Next Learning Process
1. Can be used as a reference for further learning, especially in writing skill.
 2. To find out the learning model that affects students' improvement in writing skills.

F. DEFINITION OF KEY TERMS

Some Key Terms used in this research are as follows:

1. Treffinger Model

Treffinger model is a learning model that aims to improve and develop students' level of creativity. This learning model focuses more on the aspect of the process. The three stages of the process that must be passed by this learning model are: Level 1 (Basic Tool) Students can think openly without thinking that the opinion is right or wrong. Level II (Practice with Process) Students can resolve problems with openness to differences of opinion. Level III (Working with Real Problem) Students can manage themselves if the opinions given are not right.

2. Writing Skill

Expressing ideas in written form is an activity in writing. Writing skills must continue to be improved because in everyday life, writing is a very important and useful skill. The efforts that can be done to improve writing skills are by practicing, starting with simple writing, to deep writing.

3. Teaching Writing

One important aspect in teaching the application of language is teaching writing. The purpose of teaching writing is that students get the abilities and skills needed to produce various types of texts. When teaching writing, educators must be right in choosing the sources and media that are supportive and most effective to use.

4. Narrative Text

Fairy tales, true stories that have been engineered, or imaginary stories are included in the Narrative text. Narrative text is a story that has a chronological series of interrelated events. As for the text structure that can make the story related, they are: Orientation, Complication, Resolution, Re-Orientation, and Coda.

5. Picture Series

Picture series can be categorized into visual media. Picture series are images that are related to one another because Picture series have their story sequences. Picture series are widely used because they can help students gain an understanding of the material being presented.

G. THE ORGANIZATION OF THE RESEARCH PAPER

Chapter I Introduction

This chapter contains the background of the research, research questions, the objective of the research, limitation of the problem, significances of the research, definition of key terms, and the organization of the research.

Chapter II Literature Review

This chapter contains about the writing, narrative text, Treffinger model, picture series, and previous study.

Chapter III Research Methodology

This chapter consist of research methodology includes research method, research design, procedure of the research, setting and subject, data collecting techniques, instruments, and data analysis.

Chapter IV Results and Discussion

This chapter consist of result of the research to investigate the implementation of scenario in teaching writing narrative text, teacher and students' responses and students' difficulties' in learning writing narrative text.

Chapter V Conclusion and Suggestions

In this chapter, the researcher presents the conclusion of the research and suggestions developing the using Treffinger model with picture series media in teaching writing narrative text at tenth-grade vocational high school in Cimahi.