

I. INTRODUCTION

A. Background of the Problem

English has been used by many people all over the world to communicate with each other, because it is an international language. As it is known language is a set of communication tool so which is always used by many people in the communication.

In accordance with the explanation above, it is understood why Indonesia has declared English as the first foreign language which must be taught from elementary school through university. Referring to this, this study would like to discuss English teaching and learning at Junior High School. According to the 2006 English Curriculum, the goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken languages to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily life. In this curriculum, English material is taught based on the text. One of the texts that should be learnt by the eighth year students of Junior High School is recount text. The students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text.

In learning English, there are four language skills that must be taught, namely: listening, speaking, reading and writing. This study will be focused on writing

skill. This is because among the four language skills, writing is considered the most difficult subject for students especially for junior high school students. It is shown by the fact that the students can not arrange sentences to become good paragraph. It can be see that the students who graduate from junior high school get difficult to communicate in the written form. And it can also be see from the average score of final examination which is very low. For example in SMPN 2 Adiluwih Pringsewu, the average score of the final examination in 2010 was 4.5. So it is the reason why the students are confused and do not understand if they are asked to write a sentence or a simple paragraph. That is why the researcher would like to do this classroom action research because little researcher has been done using picture sequence technique in classroom activities. The writer found that there were still many students could not express their ideas in written form. They still could not understand or create a recount text, although the teacher had explained it. The students know and have ideas of what they are going to write or to express, but they do not know how to do it. When their teacher asks them to make a composition, they will get confused about expressing themselves in written form or this may also be caused by their lack of vocabulary; their vocabularies is very poor or knowledge of structure for example they do not know how to use tenses correctly. That is why the results of their writting are far from satisfactory. Although they had been given a topic to write, they could not automatically begin to do their writing tasks. Even they write several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop their writing.

In relation to the problems above, study conducted by Sukendar (2012: 2) also indicated that SMP students experience crucial difficulties in their writing. In addition, this researcher will conduct classroom action research because in this skill achievement of SMP students is not yet satisfactory. Looking more deeply into the background aforementioned, it is believed that by writing ability the students are able to express their ideas systematically. This skill, among others, involves the new language, eyes, hands, and brains to communicate in written form. In this case, writing can be also used to improve students' vocabulary and structure as well as comprehensive skills. It is true that the students feel difficult to write if they are not trained to write something in their own ways. Therefore, a good way of training or increasing students' narrative paragraph writing skills is through *picture sequence technique*. Ultimately this strategy will help students to express their ideas in their writing.

Picture sequence technique is meant that the students have to make a paragraph according to pictures that are distributed by the teacher. The researcher uses classroom action research (CAR) because the results of the research are expected to be used as references to improve the learning process. And the researcher uses picture sequence technique because no researcher does picture sequence technique in this class and also the researcher think that a good way of training or increasing students' narrative paragraph writing skills is through *picture sequence technique*. Based on the background of the problem above, the researcher is interested in increasing the students' writing skill by applying this technique.

B. Identification of the Problems

In accordance to the background of the problem above, the writer comes to the identification of the problem:

1. Students lack writing practice.
2. Students' motivation to learn writing is low.
3. The students' strategies of learning to write are not appropriate.
4. The classroom atmosphere is not conducive.
5. The teacher who teaches English rarely uses interesting techniques.
6. The material for learning to write is less appropriate.
7. The teacher's ways of teaching writing is not appealing.

C. Limitation of the Problem

In line with the identification of the problems, the researcher focuses his study on writing technique that is the implementation of *picture sequence technique* in teaching narrative paragraph.

D. Formulation of Research Question

In accordance with the limitation of the problems above, the research questions are formulated as follow:

1. Can *picture sequence technique* be used to increase the students' writing skill at the second grade in SMP Negeri 2 Adiluwih Pringsewu?
2. Can the use of *picture sequence technique* be used to improve the students' activities in the classroom?

E. Objectives of the Classroom Action Research

Referring to the formulation of the problems, there are three objectives of the study:

1. To investigate if *picture sequence technique* can be used to increase the students' writing skill at class VIII A in SMP Negeri 2 Adiluwih Pringsewu.
2. To measure if *picture sequence technique* can be used to improve students' activities at class VIII A in SMP Negeri 2 Adiluwih Pringsewu.

F. Uses of Classroom Action Research

The researcher expects that the findings of this classroom action research can be used:

1. The findings are expected to support the existing theories on teaching and learning writing activity English as a foreign language.
2. As a reference for English teachers to improve his/her performance in teaching activity.
3. As information for the English teacher that picture sequence technique can be used to increase students writing skill.

G. Scope of the Classroom Action Research

This classroom action research will be conducted at SMP Negeri 2 Adiluwih Pringsewu. The subjects of the research are class VIII.A that consists of 40

students. These students are taken as the subjects under consideration that they have already studied grammar, vocabulary, structure in the previous semester.

Before doing this classroom action research, the researcher prepares the materials, which are based on 2009 English curriculum for SMP. He will apply the material about narrative text. Actually there are some ways in teaching narrative paragraph writing, for example, completing appropriate vocabulary, and forming sentences, but the researcher applies arranging sentences in to a good a paragraph based on picture.

H. Definition of Terms

These terms are used below to provide clear ideas which make of the topic which will be discussed.

- *Writing* is a process of communication that uses conventional graphic system to convey a message to readers. In addition, that writing is used for communicating one's idea in written form to readers, so that the readers can understand the information appropriately.
- *Teaching Writing* is the teaching process to help the students to express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.
- *Narrative Writing* is kinds of text that have social function to amuse, entertain and to deal with actual or various experince in differnt ways

narrative deal with problematic event which lead to a crisis or turning point of some kind which in turn find a resolution.

- *Picture Sequence* is one of techniques used in teaching writing that consists of series of picture that related each other.