II. FRAME OF THEORIES

A. Concept of Teaching English as a Foreign Language

Teaching is an active process that involves an interaction between a teacher and students. As Gardner (2002:3) says that interaction is a set of events that effect learners in such way that learning is facilitated.

Referring to the description above, since English is a foreign language, Ried (1993:15) states that teaching English as a foreign language is used in an education situation where interaction in other subject is not normally given in English. It means that teaching English as a foreign language must be taught in education situation or in formal situation such as at school and university.

Besides that, communication should be emphasized. As Lindeman (1982:3) states that the goals of teaching English as a second language or foreign language should be for the learners to gain the ability to communicate in the target language. It is known that in Indonesia, English is as the first foreign language, so it must be taught at formal school mainly from Junior High School, Senior High School through University. There are four skills that must be taught in teaching English namely: listening, speaking, reading and writing. All these skills are very important to be given for students, because without knowing or mastering learning foreign language, the four skills above must be taught integrated. It means that all these skills cannot be separately, they can be taught in the same time.
In addition, in teaching English as a foreign language, I needed material which is going to be used to make the teaching learning process successful. As Corder (1986:137) says in teaching learning process the teacher must consider what to teach and how to teach. It means that to achieve the teaching learning objectives, the teacher should consider the materials and techniques. In this classroom action research, picture sequence is taken as a technique to increase students’ narrative paragraph writing ability.

B. Concept of Writing

Writing is an active process of expressing ideas, thought, feelings of the writer. A researcher is hoped to be able to send his massages in right order to readers. If he or she is able to share his or her right massages to the readers, it means that there is communication between them. As Lindeman (1982:11) states that writing is a process of communication which uses a conventional system to convey the meaning to the receiver. It means that writing always involves information from the writer to the reader to make the communication meaningful or understandable to the reader.

As a matter a fact, the students need guidance in writing because they will be easy to express their ideas. River (1984:245) says that to be able to write in foreign language, the students must be trained systematically through five steps of development that is: copying, reproduction, recommendation, guided writing and composition. From this statement, a teacher certainly must have a system to train our students in writing. They must be able to copy the material or write what the
teacher asks, they must be able to reproduce what the teacher says, and they must be able to compose their ideas in good composition.

Writing is a means of communication similar to speaking. Communication is not only through speaking but it can be also through writing because in writing a writer can communicate with the reader. He will express his ideas in the written form. In this case, the writer tries to make the reader know about his ideas or opinions. It means that there is a communication between the writer and the reader. According to Byrne (1988:4), there are three problems why writing is difficult to be learnt, they are: psychological problem, linguistic problem, and cognitive problem.

1. Psychological Problem

It means that writing is essentially a solitary activity and the fact that we are required to write on our own, without possibility or interaction or benefit of feedback.

2. Linguistic Problem

It means when one speaks, it is spontaneous, he or she has little time to pay attention either to organize our sentence structure or to connect our sentences, but in writing he or she has to compensate for the absence of these features, he/she has to keep the channel of communication open through our choice of in sentence structure and by the way my sentences are linked together and sequenced, that the text he/she produces can be interpreted on its own
3. Cognitive Problem

It means that writing is learn through a process of interaction. We have to master the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing.

From the problem above, the researcher thinks that if every teacher understands them and then he or she wants to try to solve the problem, it will be easy for him to teach writing in the class, because he or she has known the problems which are going to be faced by the students writing.

Furthermore, Byrne (1988:1) added that when we write, we use graphic symbols that are a letter or combination of letters which relate to the sound we make when we speak. It means that in writing, we arrange or combine letter that build the sound when they are used. It can also be used to help the people who are difficult to speak when they want to communicate with other people. To be clear, if the students find difficult to communicate with others, they can write according to the rules of English spelling, and grammar.

C. Concept of Narrative writing

_Narrative text_ is the form of writing used to relate the story of acts or events. The story can be fiction or it can be non-fiction. (Stahl: 1997). The purpose of narrative text is to entertain or amuse the readers with actual and imaginary experiences. Narrative text is written based on life experience and organized
focusing at character oriented. It is built by using descriptive familiar language and dialogue.

In general, narrative text is organized by the story starting from beginning, middle and the end of the story. To build this story basically narrative text needs plot. This plot will determine the quality of the story. Plot is a series of episodes which hold the reader’s attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem.

A narrative text generally consists of the following structures, namely:

1. Orientation is usually introducing the characters and informing the time and place.
2. Complication is usually describing the rising crises which the participants have to with.
3. Resolution is the phase where the participants solve the problem aroused by the conflict. It doesn’t matter whether the participants succeed or fail. The point is the conflict becomes end.
4. Re-orientation indicates optional point. This means that the story not always uses this, and usually, it states the conclusions of the event based on the writer’s point of view.
Language features of narrative text are as follows:

- Focus on the specific and individualized participants
- The use of noun phrases (e.g. a beautiful princess, a huge gate)
- The use of connectives (e.g. first, before that, then, finally)
- The use of adverbial phrases of time and place (e.g. in the kitchen, yesterday)
- The use of simple past tense (e.g. she ate the poisonous apple)
- The use of action verbs (e.g. walk, sleep, run)
- The use of saying verbs (e.g. say, tell, ask)
- The use of thinking verbs, feeling verbs, verbs of senses (e.g. she felt hungry, she thought that she was right)

### D. Concept of Paragraph

According to Oshima and Hague (1983:3) a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. It means that in writing a paragraph we just develop one main idea by using one up to ten sentences, because a paragraph can be as short as one sentence or as long as ten sentences. In a paragraph there are three major part: the topic sentence, the supporting sentence, and the concluding sentence.

#### 1. Topic sentence

Topic sentence states the one topic or main idea of the paragraph. It limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Example: Gold, a precious metal, is prized for two important characteristics.
- Gold: the topic.
- Two important characteristics: controlling idea.

A topic sentence must be a complete sentence that contains a subject, a verb and (usually) a complement. It must be specific enough so that it can be adequately covered in the paragraph itself. The topic sentence usually found at the beginning of the paragraph, but it can be located in the middle or at the end of the paragraph.

2. Supporting sentences

Supporting sentences develop the topic sentence. They may develop the topic sentence by giving reasons, using facts or details, providing examples, statistic, and quotation.

3. Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important point to remember, it is generally short and simply restated. The aim of this paragraph is to let the reader to know that the writer is bringing the writer’s idea to a close. The first part of paragraph is the topic sentence which states the main idea of paragraph. It will limit the topic to one or two areas that can be developed in the paragraph. The areas have to be specific and it is called the controlling idea.
The second part of paragraph that should be considered is the supporting sentence. It develops the topic sentence and explains the topic sentence by giving reason, fact, statistic and quotation.

And the last part is the concluding sentence. It signals the end of paragraph and leaves the reader with the important ideas to memorize. In concluding sentence, the researcher tries to make the reader get to the main point in their mind. In addition, Oshima and Hague (1983:4) added that a good paragraph that element of unity and coherence. The unity means that there is only one main idea in a paragraph that will be discussed. And then, the coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kinds of logical order, and the ideas are connected and developed by using transition signals.

**E. Concept of Picture**

Picture is a kind of visual aids that can help students in acquiring writing. Stevick (1957:74) states that visual aid is anything visible to help the students to learn language more quickly and more accurately. While, River (1951:1) says that the use of visual aid is useful to language learners. How important picture are in language learning. Finocchiaro and Bonomo (1973:140) defines picture as a specific item or material, representation, made on material usually opaque. Picture as important visual aids can be used as a tool of communication between the teacher and students in teaching learning process. Thus, the writer will use teaching aids in order to overcome the writing narrative paragraph problem.
Teaching aids are useful in many subjects to encourage the students to learn and make it easy in accepting the material. One of teaching aids is visual aid. Visual aid is the tools that will aid in creating the proper image for the learners and that is the true basis of learning. In this research the researcher will try to use picture sequence technique to overcome the problem relates to narrative paragraph writing and teacher’s performance in teaching writing.

F. Concept of Picture Sequence

According to Zainudin quoted by Rohimah (2001:14) picture is one of visual aids that can raise the students’ motivation in learning. It is supported by Stevick (1957:74) who states that picture is one visual aid as anything visible, which helps our students to learn the language more clearly. It can be said that picture is able to stimulate students’ idea to appear in more details. Gardner (2007) said that “simply distributing or show a picture that tell a story and encourage students to brain storm and ideas about the image before writing a story that’s tell a background on the image or extend details on what happen, give the students chance to think critically about their interpretation of the events in the image and to write about that idea”

From the statement above, the writer can infer that a picture sequence can guide the students to express what is in their mind. They can also interpret the picture in written form specially, since they directly see the condition of what they want to write in the picture. In addition, Heaton, (1991:142) states that a picture or series of picture not only provides the students with the basic material for their
composition but also stimulate their imaginative power. He also says, if the stimulus in a situational composition is purely verbal, the testes often tend to reproduce the phrases and sentences contained in it. The following is an example of narrative paragraph writing through picture sequence.

Instruction: write paragraph of six to twelve sentences based on the following picture sequence

Figure 1: the example of picture sequence (taken from Heaton 1991:93)

Checking everything you have before going to somewhere is very important. This silly experience happened to me when to go to Palembang last year. My parent put me on the train station. But when my train had gone, my father saw one of my suitcase was left on the station. Fortunately, they brought a car. So my father drove the car as fast as possible to the next station where the train would stop. Firstly, I was surprised when I saw from the window of the train that their car was following the train. Luckily, they had arrived in the next station, before the train stopped there. When the train stopped, my parents directly gave the suitcase to me, and told me to be more careful. Then I continued to Palembang through the train. This occasion always make me remember to check everything I have before going somewhere.

From the explanation above, it clear that picture has many benefits, in order to increase students’ skill especially to raise their own ideas in the form of writing. In other word picture can be such guidance for the student to stimulate their
imagination and pour out in the form of written form. Finally, it can be conclude that picture sequence consist of series of picture that relate each other and creates a story in this research. It uses a picture sequence technique in teaching writing in order to increase students’ narrative paragraph writing skill.

G. Picture Sequence in Relation to the Study

Goodman (2006:1) states that picture stories are often used in a very predictable way in classroom, usually as a starting point for narrative writing activity. The statement above is supported by Rohimah (2001:30) who points out that picture sequence is a copy of real object, which might be either larger or smaller than the object that are represented aiming at making the students to producing their message creatively about the content of picture sequence. It means that picture sequence helps the students to find out and expand the topic writing (unity) especially narrative paragraph. The students may make topic sentence behind the message of picture sequence intended and generate the topic into a complete narrative paragraph in term of organization (coherence) it is clear that picture sequence can help the students arrangement of sentences in the paragraph. Since in picture sequence, the first picture is relates to the next picture. These relate picture can helps the students to form outline. This outline can make the students easier to develop their paragraph more smoothly by writing transitional signal

Moreover, Rimes, Ann (1993:33-36) suggest to offer the use of picture sequence in the class with the idea that words can be associated by a picture. From the collection of the words, the students will be able to write the sentence easily in
paragraph form. From the statement above, it can be inferred that in term of vocabulary, picture sequence give guidance in focusing the appropriate words use in writing. This can help the students to find appropriate vocabulary related to the content of the picture. From the collection of certain words related to the picture sequence, the students can create phrases. Then from those phrases, the students will be able to construct clauses and even sentences easily in form of a good paragraph.

Meanwhile, mechanic and language uses are not closely relates to picture sequence, however having more writing practice by using picture sequence technique can force the students to realize about how to use correct language and mechanics, in this case, use of past tense.

From the statement above, it is clear that picture sequence is very beneficial to be used as a technique in writing class since it helps the students to develop their writing.

**H. Teacher’s Role in Teaching Process**

Teaching is providing someone with opportunity to learn. This can be done well, and it can be done poorly but it is never done easily. As a good teacher someone should always improve himself to give the best performance in teaching learning process, since this can help the students to achieve teaching learning objective as stated in curriculum.
Actually, a teacher has an important role in teaching learning process. Wafiah (2003:7) said that the function of the teacher in the process of teaching learning is a director, facilitator, moderator and motivator. It means that every step that is performed by the teacher in teaching learning process has specific function that is mentioned to increase the quality of students’ learning activities.

In accordance with Medley and Shannon (1994), teacher’s performance is the way in which a teacher behaves in the process of teaching. So the teacher’s performance is any behavior done by the teacher when she/he teaches the students.

It is necessary to observe teacher’s performance during the teaching and learning process because according to Foster (1976:37), a teacher is a central force that shapes the behavior of the individual child as well as those of children in groups. The teacher’s performance covers the teacher’s behavior that can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and the children themselves.

Foster (1976:38) adds that, the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles and instructional roles.

In psychological roles, a teacher must be:

1. A social model
In performing this role, the teacher must be aware that children in certain communities still expect the teacher to be a model for the social values found therein. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community. Thus, in teaching writing the teacher should give good example in writing.

2. An evaluator

The way the teacher performs this role can frequently determine how children view themselves. Because children are sensitive about all matters concerning success or failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself. A teacher must evaluate the students’ performance while they are writing.

3. A walking encyclopedia

It means that a teacher must be able to provide any information needed by the students. Hence, a teacher must be knowledgeable. A teacher is place for students to ask any problems they have during teaching and learning process.

4. A moderator

The school teacher portrays the moderator role on many occasions. Especially in the area of personal conflicts, the role must be played
objectively. A teacher must be able to be bridge among students when they have complicated problem.

5. An investigator
This role can be performed in a constructive way an understanding teacher, or it can result in devastating trauma for children if it is performed in an insensitive manner. A teacher must find out and understand the condition of the students.

6. An ombudsman
This role provides the support and encouragement that many children need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of pupils in an understanding way. Thus, a teacher must be willing to listen the students’ problems and try to solve them.

7. A morale builder
This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure. Thus, a teacher must educate the students well, so that they have good morality.
8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. Suffice it to say at this point that group leadership is a critical role for the teacher to perform. A teacher must be able to lead the students.

9. A substitute parent

A teacher acts as a parent for many pupils. With very young children, the teacher frequently must assist the pupils with personal attire, as well as to perform a number of essentially psychomotor tasks. A teacher must substitute the parent’s role at school.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction

A teacher plans the lesson plan and the activities that will be applied in teaching and learning process.

2. A facilitator of learning and instruction

A teacher must facilitate the learning media and anything which are useful for teaching and learning process.

3. An evaluator of learning and instruction
A teacher must evaluate the students’ performance and the students’ work in teaching and learning process.

According to the descriptions above, the teacher’s performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she/he is doing her/his roles which cover psychological roles and instructional roles.

Considering the important role of a teacher, the researcher intends to observe the teacher’s performance when the teacher teaches writing by using imagination activity. The main tools for assessing the teacher’s performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored, the aspects cover the teacher's performance in pre activity, while activity, and also post activity.

I. Procedure Teaching Narrative Paragraph through Picture Sequence

Evison. (1988:11) state that there are three step of writing. These steps are used to make the writing more effective, they are:

1. Pre-writing refers to selecting the general subject, restricting the subject, generating the ideas and organizing the ideas.

2. Writing denotes to setting the paper the ideas in his/her mind in to words, sentences, paragraph and so on.
3. Re-writing concern with evaluating her or his writing, deals mainly with:
   
   a. Correcting the content and form.
   
   b. Correcting the vocabularies, punctuation and grammar.
   
   c. Correcting writing error, words duplication and omission.

Considering the statement above, finally the writer uses steps consisting of pre-writing, writing and re-writing. The procedure of teaching narrative paragraph through picture sequence will be presented as follows:

1. **Pre-writing activities**
   
   a. Teacher greets the students.
   
   b. Teacher motivates the students and asks them about narrative, e.g. what do you know about narrative? Have you ever written a narrative paragraph?
   
   c. Teacher explains about the goals and the objectives of the instruction and also aspect of writing within a good paragraph.
   
   d. Teacher breaks the class up into group of five students.
   
   e. Teacher distributes the picture to the students.
   
   f. Teacher gives some guidance question relate to the picture, e. g:

   1. *What the first picture tell about?*
   2. *According to you, who are the people in the picture?*
   3. *What happened to them?*
   4. *Why did it happen?*
   5. *Where did it happen?*
g. Teacher asks the students to discuss the picture given by the teacher.

2. Writing Activities
   a. Teacher asks the students to write narrative paragraph that consist of 7-15 sentences based on the picture sequence given.
   b. Teacher moves among the students to control their activities and help them if necessary.

3. Rewriting Activities
   a. Teacher asks the students to check their friends writing and correct it if there are some mistakes.
   b. Teacher asks the students to rewrite/revise their writing to get the better result.
   c. Teacher submits students work.
   d. Teacher closes the class.

J. The Applicability of Picture Sequence Technique in Teaching Narrative Paragraph Writing

As one of visual aids and also technique in teaching writing, picture sequence can be used to teach writing. Here is description of how to use this picture sequence. The picture is taken from Heaton, 1991: 93.

Here are the procedures of teaching writing using the materials:
1. Pre-writing activities

a. The teacher greeted the students in English, asked the students to pray before starting the activity and then checked the students' attendance, for examples:

Teacher : Good morning, students. How are you today?
Students : Good morning, Sir. We are fine, and how are you?
Teacher : I am fine too. Thank you.

b. After that the teacher told the learners that they were going to learn about narrative text and asked some questions related to the topic that was going to be learnt.

c. The teacher motivated the students by asking them about narrative text, for examples:

Teacher : What do you know about narrative text?
Students : I do not know about it yet, Sir.
Teacher : Have you ever written narrative text?
Students : No. We have not written it yet.

It was used to activate their background knowledge of narrative text.

2. Writing Activities

a. Teacher breaks the class up into group of five students.

Teacher : Now I would like to divide you into five groups with five members each.
Students : Yes, Sir. We follow your instruction.
Teacher : What does the first picture tell about?
Students: It is about travelling, Sir.

Teacher: According to you, who are the people in the picture?

Students: They are the members of the family, Sir.

Teacher: What happened to them?

Students: His father put his son on the train station, Sir.

Teacher: Why did it happen to them?

Students: His father saw one of the suitcases was left on the station, Sir.

Teacher: Where did it happen?

Students: It happened on the train station, Sir.

b. Teacher asks the students to discuss the picture given by the teacher.

c. Teacher asks the students to write narrative paragraph that consist of 7-15 sentences based on the picture sequence given, for instance:

This silly experience happen to me when to go to Palembang last year. My parent put me on the train station. But when my train gone, my father saw one of my suitcase was left on the station. Fortunately, they brought a car. So my father drove the car as fast as possible to the next station where the train would stop. Firstly, I was surprise when I saw from the window of the train that their car following the train. Luckily, they had arrive in the next station, before the train stop there. When the train stopped, my parents directly gave the suitcase to me, and told me to be more careful. Then I continued to Palembang through the train. This occasion always make me remember to check everything I have before going somewhere.

d. Teacher moves among the students to control their activities and help them if necessary.

Teacher: Students, if you have difficulties in writing the narrative, please ask to me.
1. **Rewriting Activity**

a. Teacher asks the students to check their friends writing and correct it if there are some mistakes and the right writings are as follows:

   This silly experience happened to me when to go to Palembang last year. My parent put me on the train station. But when my train had gone, my father saw one of my suitcase was left on the station. Fortunately, they brought a car. So my father drove the car as fast as possible to the next station where the train would stop. Firstly, I was surprised when I saw from the window of the train that their car was following the train. Luckily, they had arrived in the next station, before the train stopped there. When the train stopped, my parents directly gave the suitcase to me, and told me to be more careful. Then I continued to Palembang through the train. This occasion always make me remember to check everything I have before going somewhere.

b. Teacher asks the students to rewrite/revise their writing to get the better result.

c. Teacher submits students work.

d. Teacher closes the class.

   Teacher : Alright students, time is up now. Please study hard at home.

   Students : Yes, Sir. Thank you.