

I.INTRODUCTION

1.1 Background of the Problem

The objectives of teaching English at school are that the students are expected to be able to communicate both in written or spoken form. Writing and speaking are productive skills that are very important for students to learn. They are frequently used to convey the ideas in communicating with others.

According to school based curriculum/ Kurikulum tingkat satuan Pendidikan (KTSP), 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 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 lives. In the curriculum, the English material is taught based on the text. One of the texts that have been learnt by the second year students of junior high school is narrative text. The students have to be able to understand and create a narrative text cohesively based on the social function and generic structure of the text.

Writing, besides spoken form, is also very important for students to learn since it is one of productive skills, which is frequently used to convey the ideas in communicating with others. Students are expected to be able to express their idea in written form, especially in the form of effective passage or text. Writing is also a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hands (Raimes, 1987:76). This also means the writer should be able to compose and integrate information

through components of linguistic logically ,e.g., constructing words into phrase, then into clause, and complete sentence containing certain ideas arranged in logical order, so the reader can easily understand the language being used in written form. It is important mastering English in written form. Because there will be many types of written form that should be learnt in higher level for example, descriptive, narrative, recount, report, news item, procedure, spoof, etc. in fact, the achievement of writing tests is still unsatisfactory.

Students should follow a various classroom activities involving some steps applied in writing process to produce a good writing. Learning writing is difficult, because writing skills involve the right using vocabulary, the using of grammar in correct order, and organization of our writing. It causes they have less motivation to write in English. Not all students are ready to write their ideas when they asked to write, even in their native language. They also make many errors in writing English, such as grammatical mistakes, using in correct organization and incorrect mechanism.

Research done by Wiliyanti (2006:2) also indicates that many students complained that they did not know what to write when she asked them to write a paragraph based on chronological order. Most of the students' writing skills are far from the learning target, may be caused by many factors, such as time consuming in correction, low motivation in learning writing, lack of basic knowledge about writing, inappropriate use technique in the teaching writing indirectly when they teach other skills because there is no special time available for teaching writing. It means that, there should be an appropriate technique to be applied for students to develop their writing

ability related to the five elements writing, they are grammar, vocabulary, language use, organization and mechanic.

Logically, the students should be taught how to plan and organize the ideas or supporting information before doing the composition so that they are able to improve their writing ability. There are many activities that can be used in teaching writing such paragraph puzzle, jumbled sentences practice, guiding task, etc. This research chooses paragraph puzzle to increase students' writing ability because paragraph puzzle is a helpful technique in teaching writing. By rearranging the paragraph puzzle into logical order of a text the students are expected to grasp the intended information. Manka (1996:38) states that teaching organizational logical order is advisable to introduce organizational writing with interval sentences in a paragraph which must have mastered the grammatical rules in the restructuring process. Furthermore, the correct placement of words in a sentence is proof of the students' vocabulary competence. In other words, the writer assumes that paragraph puzzle is a good technique to develop students' writing ability. It focuses on the students' attention on specific features of the written language. It is good technique of reinforcing social function, generic structure and grammatical features.

1.2 Research Question

In reference to the background, the researcher comes to the question as follows;

Can paragraph puzzle be used to increase students' narrative writing ability?

1.3 Objective of the Research

In relation to the research question above, the objective of this research is to find out whether paragraph puzzle technique can be used to increase the students' narrative text writing ability.

1.4 Uses of the research

1. Practically

The result of this research can be used as consideration for the English teacher to use paragraph puzzle as a technique in teaching.

2. Theoretically

The result of this research is expected to confirm and complete the previous theories about paragraph puzzle and teaching of writing.

1.5 Scope of the research

The focus of this study was on students' narrative text writing which is treated by paragraph puzzle. The subject of the study is class VII A and VII B at SMP Tunas Harapan Bandar Lampung. The reason of choosing this class is due to the fact that they already studied grammar, vocabulary, preposition and transitional signals and they have been introduced to narrative text in the previous semester. Here, the students were given a text in which the paragraphs had been scrambled then the students were asked to rearrange the paragraph into logical order. However in this research, by considering the level of students, the researcher only focuses on three aspects: *content, organization and mechanics*. In the classroom activities, the teacher hands out material consisting mixed sentences and asked the students to restructure the mixed sentences in pair based on the paragraph puzzle to make them meaningful.

1.6 Definition of Terms

1. Text is any meaningful stretch of language either oral or written in the form of word, clause and sentence.
2. Narrative text is a text that tells a story in chronological order. It has character, setting, and action.
3. Writing is a skill in which we express ideas feelings, and thoughts, which are arranged in words, sentences, and paragraphs.
4. Paragraph puzzle is a versatile activity which challenges students to use a variety of skills such as identifying main idea/topic sentence, organizing sentences in a logical order, eliminating irrelevant information, combining sentences to improve structure, and proofreading for errors in grammar, mechanics, and spelling.