

## **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 we know that language is a set of communication tool so that it is always used by many people in the communication.

Based on the explanation above, we understand why our country has declared English as the first foreign language which must be taught from elementary school. Referring to the these cases, the writer would like to discuss about English at Senior High School. According to the 2006 English Curriculum, English to taught the students of senior high school as a compulsory subject and it must be given to the students continuously in order to make them master at least 1000 words after graduating from secondary school. Besides that, they have to be able to use it in communication either through oral or written form.

In learning English there are four skill that must be taught, namely: listening, speaking, reading and writing. Just the writing would like to discussed by the writer. Among the four skill, writing is considered the most difficult subject for students especially for senior high school students. The students can not arrange sentences become a good paragraph. We can see that the students who graduate from senior high school are difficult to communicate in the written form. In SMANegeri 1 Negerikaton Pesawaran, many problems faced by the teacher and the students, for example SMA Negeri 1 Negerikaton Pesawaran have not English laboratory and there were only two English teacher in there. It was not effective because there are twelve classes from class X until class XII. Located of SMAN1 Negerikaton is in Negerikaton Pesawaran, its about 30 km

from Bandar Lampung. The student's average score of SMAN1 Negerikaton in writing English competency test was 3.0, it is the reason why the researcher want to improve student's writing skill. And we can also see from the average score of final examination in SMA N 1 Negerikaton Pesawaran, average score of the final examination in 2009 was 4..5, so it is the reason why the students are confuse and do not understand if they are asked to write a sentences or a simple paragraph. For that, the writer would like to do this classroom action research because no researcher has done picture sequence technique in this class.

In addition, the teacher would like to do this classroom action research because he wants to improve his performance. He realizes that his performance is not yet satisfactory.

Looking more deeply into the background aforementioned, the writer believe that by writing the students are able to express their ideas. They involve the new language, eyes , hands, and brains to communicate in written form. As Raimes (1993:3) said that by writing the students necessarily become very involved with the new language, the effort to express ideas and the constant use of eyes, hands, and brain is unique way to reinforce a new language, we can Improve it by writing.

Furthermore, Finocchiaro and Bonomo (197:129-131) stated that writing should reinforce the vocabulary and structure items which have been taught as well as listening, speaking and reading skill. In this case writing can be use to improve students vocabulary and structure as well as speaking and reading skill. We know that writing is always involves structure and vocabulary better than other skill so that it is better for secondary students to train themselves as earlier as possible. If we can anticipate the three problem which are mentioned by Byrne (1998) it is possible for the teacher to make their students easy to express their ideas in their own word. It is true that the students feel difficult to write if they are not trained to write something in their own

ways. But the writer think that a good way of training or increasing students narrative paragraph writing skill is through picture sequence technique. This technique will help students to express their ideas in written form.

Picture sequence technique is meant that the students make a paragraph according to picture that is given by the teacher. The researcher use picture sequence because the researcher believe that students will interested in followed teaching learning process. classroom action research because the result of research could use as references to improvement the learning process.

Based on the background of the problem above, the writer is interested to increase the students writing skill by applying this technique.

### **B. Research Problems**

Based on the background of the problem above, the writer comes to the question:

1. Can picture sequence technique be used to improve students' narrative paragraph writing skill?
2. Can teaching through picture sequence technique be used to improve students' activities?
3. Can picture sequence technique be used to improve teacher performance at the second year of social program in SMA Negeri 1 Negerikaton Pesawaran?"

### **C. Objective of the Classroom Action Research**

In doing this classroom action research, there are three objectives to be answered :

1. To know if picture sequence technique can be used to improve the students' writing skill at class XI IPS 1 of social program in SMA Negeri 1 Negerikaton Pesawaran
2. To know if picture sequence technique can be used to improve students' activities
3. To know if picture sequence technique can be used to improve teacher performance at the second year of social program in SMA Negeri 1 Negerikaton Pesawaran

#### **D. Uses of Classroom Action Research**

The writer expect that this classroom action research can be used:

1. As an information for English teacher that picture sequence technique can be use to increase students writing skill
2. As a references for English teacher to improve teacher performance

#### **E. Scope of the Classroom Action Research**

This classroom action research was conducted at SMA Negeri 1 Negerikaton Pesawaran. The subject of the research were class XI IPS 1 of social program. This class consist of 40 students.

Before doing this classroom action research, the writer prepared the material, and the material was based on 2009 English curriculum for SMA. He apply the material about narrative text. Actually there are some ways in teaching narrative paragraph writing, for example, completing appropriate vocabulary, forming sentences etc, but the writer just would like to apply arranging sentences in to a good a paragraph based on picture.

## **F. Definition of Terms**

- **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 technique that consist of series of picture that related each other.
- **Writing** is aprocess of communication that uses conventional graphic system to convey a message to readers. This also means that writing is used for communicating one's idea in written form to readers, so that the readers can understand the information.

