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 Robert and Eslie (1979:3) said 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, Murcla and Intosh (1979:15) stated that teaching English as a foreign language is used in an education situation where interaction in other subject are 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, it should be considered about communication. As Murcia (1979:3) stated 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 largest language. As we know that in our country, English is as the first foreign language, so it must be taught at formal school mainly from Junior High School, Senior High School until University. There are four skill that must be taught in teaching English namely: listening, speaking, reading and writing. All these skill are very important to be given for students, because without knowing or mastering learning foreign language, the four skill above must be taught integrated. It means that all these skill can not be separately, they can be taught in the same time.
In addition, in teaching English as a foreign language, we need material which is going to be used to make the teaching learning process successful. As Corder (1981:137) said that in teaching learning process we must consider with the question what to teach and how to teach. It means that to achieve the teaching learning objectives, the teacher should consider about material and technique. In this classroom action research, picture sequence is taken as technique to increase students narrative paragraph writing.

B. Concept of Writing

Writing is an active process of expressing ideas, thought, feelings of the writer. Through to express these ones, a writer is hoped to be able to send his massages in right order to readers. If he or she able to share his or her right massages to the readers, it means that there is communication between them. As Lindeman (1982:11) stated that writing is a process of communication which uses a conventional system to convey the meaning to the receiver. It means that writing we always involve 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 (1978:245) said 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, the writer thinks that as a teacher we 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 we speak, it is spontaneous, we have little time to pay attention either to organize our sentence structure or to connect our sentences, but in writing we have to compensate for the absence of these features, we have to keep the channel of communication open through our choice of our sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted on its own

3. Cognitive Problem

It means that writing is learnt 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 writer thinks that if every teacher understand them and then he or she want to try to solve the problem, it will be easy for him to teach writing in the class. Because, her or she has known the problems which are going to be faced by the students writing.

Further more, Byrne (1988:1) added that when we write, we use graphic symbols, that is a letter or combination of letter 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. Take for example, if the students are difficult to communicate with others, they can write what they want to speak.

C. Concept of Narrative Writing

Narrative is form of writing used to relate the story of act or events.Narration places occurance in the time tells what happened according to natural time sequence, types of narration includes short story, novel and new story as well as a large part of our everyday, social interchange in form of letter and conversation. The following are the definition about narrative:

Angelo (1980:69) defines that narrative is a pattern of through consisting of the fact of following sequence of action or events in time. It is recounting of the fact of particular incidents or experience.
James and Crimmon (1984:70) said that narrative is as story told, which make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject that is writers often use narrative to lead into the body of their writing or in an extended form to provide detailed, personal account of "what happened."

Based on the statement above it seem that the two concept of narration concept are complementary each other. Through narrative writing the writer can introduce the opinion about something before arriving to the point. So it will be easier to the reader to understand what the writer meant and what the writer assumes that narrative writing that tell about incident or event can be retold in narrative writing by exchanging its form. And the students are thus exposed to narrative and develop to narrative and develop their skill to produce narrative such skill and knowledge.

**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.

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 explain 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 leave the reader with the important ideas to memorize. In concluding sentence, the writer 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 aids 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 aids is useful to language learners. How important picture are in language learning. Silbert (1979:140) defines picture as a specific item or material, representation, made on material usually opaque.

Picture as an important visual aids can be used as a tool of communication between the teacher and students in teaching learning process. In addition, it is important to look for an appropriate research that is not only increasing students’ skill in narrative paragraph writing but also the teacher’s performance in teaching writing. Thus, the writer will use teaching aids in order to overcome the writing narrative paragraph problem. Teaching aids are useful in many subject to encourage the students to learn and make it easy in accepting the material. One of teaching aids is visual aid. Visual aids 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 writer will try to use picture sequence technique to overcome the problem related 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 has happened, 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 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.

Based on 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 concluded that picture sequence consist of series of picture that relate each other and creates a story in this research. It used a 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 related to the next
picture. These related 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, Nelson (1989:33-36) 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 would 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 used 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 would be able to construct clauses and even sentences easily in form of a good paragraph.

Meanwhile, mechanic and language uses are not closely related 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 him self 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.

Referring to the statement above, the writer has identified the objective of teaching learning process in writing skill for the second year of SMA, based on the guideline of Educational Level Curriculum (KTSP) the objective should be achieved by students in writing are as follow:

1. the students are able to arrange sentences into narrative, news item, and descriptive paragraph in daily activities context.
2. the students are able to use grammar, punctuation, and vocabularies correctly in the text.
3. the students are able to write the main idea of the text
4. the students are able to elaborate the main idea
5. the students are able to make draft. To revise and to edit the text.
6. the students are able to produce a simple narrative, news item, and descriptive paragraph.

In order to achieve the teaching learning objective above, in this case the writer focus on narrative, the teacher should be able to explore his/her capability in teaching writing. In addition, he/she can look for suitable technique or media in order to help the students master the material. Through picture sequence technique, the writer hope that it can improve teachers performance in teaching narrative paragraph writing and also students narrative paragraph writing ability.
I. Procedure of Teaching Narrative Paragraph through Picture Sequence

Edelstein and Pival (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, restrict the subject, generates the ideas and organize 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 ask them about narrative, e.g. what do you know about narrative? Have you ever written a narrative paragraph?
   c. Teacher explain 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 distribute the picture to the students
f. Teacher give some guidance question relate to the picture, e g:

   * What the first picture tell about?
   * according to you, who are the people in the picture?
   * What happened to them
   * Why did it happen?
   * Where did it happen?

g. Teacher ask the students to discuss the picture given by the teacher

2. Writing Activities

a. Teacher ask the students to write narrative paragraph that consist of 7-15 sentences based on the picture sequence given

b. Teacher move among the students to control their activities and help them if necessary

3. Rewriting Activity

a. Teacher ask the students to check their friends writing and correct it if there are some mistake.

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

c. Teacher submit students work

d. teacher closes the class

J. The Advantages and Disadvantages of Using Picture Sequence Technique in Teaching Narrative Paragraph Writing
As one of visual aids and also technique in teaching writing, picture sequence can give some advantages as well as disadvantages in teaching narrative paragraph writing. The advantages and disadvantages of using picture in teaching writing are as follow:

1. **The Advantages are:**
   
   * The students study the material with full attention  
   * Students and teacher benefit from exercise directed toward reading the meaning of the picture sequence  
   * Picture sequence can be used for individual student or a group  
   * Picture sequence can present the words outside into the class. For example, we can bring the farm situation into classroom  
   * Picture sequence provides a chance of maintaining a high level interest  
   * The students show their ability in thinking and interpreting the event

2. **The Disadvantages are:**
   
   * Each person has different perception about the meaning of the picture. In this case the teacher should help the students in making clear perception about the picture by using guidance question.  
   * Students may find difficulties in expressing what they have seen from the picture sequence, because their vocabulary is still limited. By discussing the picture in group the students can also discuss the vocabulary that can be used to interpret the picture.  
   Thus, it can be seen that picture sequence has more advantages than disadvantages, that is why the writer applied picture sequence as a technique for
teaching narrative paragraph writing in this research.