

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is an activity to express thoughts, ideas, feelings and other things to be informed to readers in written form. In other words, writing is also a communication tool between the writer and the reader in the written form. To be able produce written form, learners should be mastering English language components such as grammar, vocabulary, orthographic, and others. In line with this idea, Nunan (2003, p. 89) said that writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. In fact, correctness in grammar, spelling, and overall are the core point in making a good writing.

Nevertheless, making a good writing is not easy, dealing with the idea, Richard (2002, p. 303) said that among the four skills taught in school, writing is the most difficult skill to be mastered by students. Therefore, writing is more complicated than the other skills because writing deals with mixture of idea, vocabulary, and grammar. Writing involves more than just producing words and sentences, but in writing activity, the learners should be able to combine words and sentences which is grammatically linked.

Junior High School 34 Pekanbaru is one of the junior high schools in Pekanbaru city. This school provides English subject to students, especially in writing skill. As stated in School Based Curriculum, the goals of teaching and learning process of English (especially in term of writing) are to develop the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

skills of communication and the basic competence of writing English that refers to capability of students in expressing the meaning in monologue text or short essay which uses various written language accurately, fluently, and contextually in the forms of text such as descriptive, narrative and recount.

Based on the observation of the writer at Junior High School 34 Pekanbaru in March 2016, English was taught twice in a week with duration of two times forty minutes in one meeting, and also the writer found that the teacher used some strategies in teaching learning process, such as three phase technique, jumble sentences, and etc. The teacher taught the students the material that was available in some resources, such as a textbook, internet, etc. In teaching narrative paragraph, the teacher asked the students about types of the paragraph that had been already given to the students, generic structure, and the characteristic of the paragraph, after the students answered the questions; the teacher gave confirmation to the students. Then, the teacher explained a little bit about aspects of narrative paragraph. After that, the teacher asked the students whether they understood the material or not, and the teacher asked to rewrite and arrange the jumble sentences into narrative paragraph.

Pertaining to the descriptions above, ideally the students were able to write well. But in fact, some of the students still got difficulties in writing, and their writing ability was still very far from the expectation of the curriculum. It can be proven from a result of passing grade in English that was achieved by the students. Dealing with the writer's observation, the passing grade in

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

English subject that must be achieved by the students at this school was 75 while some of the students could only achieve <75.

Moreover, writing narrative score of VIII-5 that was taught by Dra. Suryani showed that there were 10 students only who passed in the practice of writing narrative paragraph. The total number of the students of VIII-5 was 42 students. It means that there were only 23.8% students in one class who passed in the practice of writing narrative. There were 76.1% students who still did not achieve the passing grade. These problems can be seen into the phenomena below:

1. Some of the students were not able to use the good grammatical features in writing narrative paragraph.
2. Some of the students were lack of vocabulary.
3. Some of the students were not able to express their ideas into sentences in narrative paragraph.
4. Some of the students were not able to develop narrative paragraph.
5. Some of the students got difficulties in determining the sequence of events in narrative paragraph.

Therefore, to solve this problem, the teacher used an appropriate technique for students to influence their ability. In this case, the writer applied the technique that could help the students, it was picture sequence. According to Yunus in Nur (2014, p. xiv), picture sequence is a number of related composite picture linked to form a series of sequence. Besides, Zulkifli (2016, p. 136) pointed out picture sequence is a sequence of three to six pictures

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

depicting a story line that can provide a suitable stimulus for written production. In the with this idea, Pratama (2012, p. 71) stated that picture sequence is a sequence of pictures creates a story line which provides stimulus for written production. Moreover, Raimes in Ariningsih (2010, p. 42) stated that a picture sequence, such as comic strip, provides the subject matter for writing narrative and speculating about the story beyond the pictures in the strip. A set of parallel pictures that show a similar scene or tell similar story - provides material that offers guidance on vocabulary, sentence structure, and organization. Therefore, Wright in Indriani (2015, p. 31) stated that picture sequence such as cartoon strips and instruction strips are potentially useful. The strips can be kept as they are and used to contextualise a story or description of process. It also can be used to stimulate and guide writing.

From the phenomena depicted above, the writer is interested in conducting research entitled **The Effect of Using Picture Sequence on Students' Writing Ability in Narrative Paragraphs at the Second Year of State Junior High School 34 Pekanbaru.**

B. Problem

1. The Identification of Problem

- a. What makes the students unable to write the good grammatical features in writing narrative paragraph?
- b. What makes the students lack of vocabulary?
- c. What makes the students unable to express their ideas in narrative paragraph?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. What makes the students get difficulties in developing and determining the sequence of events in narrative paragraph?

2. The Limitation of Problem

Based on the identification above, the writer needs to limit and focus on students' writing ability on narrative paragraph. Therefore, this research find out the differences of using picture sequence in teaching writing narrative paragraph in fable story at second year of State Junior High School 34 Pekanbaru.

3. The Formulation of Problem

- a. How is the students' ability in writing narrative paragraph taught by using Picture Sequence at the second year of State Junior High School 34 Pekanbaru?
- b. How is the students' writing ability on narrative paragraph taught without using Picture Sequence at the second year of State Junior High School 34 Pekanbaru?
- c. Is there any significant difference between the students' writing ability in narrative paragraph taught by using and without using Picture Sequence at the second year of State Junior High School 34 Pekanbaru?

Objective and Significance of Research**1. The Objective of Research**

- a. To know the students' writing ability on narrative paragraph taught by using Picture Sequence.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. To know the students' writing ability on narrative paragraph taught without using Picture Sequence.
- c. To know whether there is or not a significant difference between using and without using Picture Sequence in students' writing ability on narrative paragraph at the second year of State Junior High School 34 Pekanbaru.

2. The Significant of Research

- a. Hopefully, this research is expected to be useful for the writer herself. So, it will boarden her knowledge in teaching writing narrative paragraph.
- b. These research finding are also expected to be useful and valuable for both teacher and students of State Junior High School 34 Pekanbaru to be the focus on future teaching learning English process.
- c. Finally, these research findings are also expected to give contribution and valuable information to further Researchers to do their reasearches.

D. The Reasons for Choosing Title

There are some reasons why the writer is interested in carrying out this research:

1. The title of this research is relevant to the researcher's status as a student of English Education Department.
2. The problems investigated in this research are not yet investigated by other previous researchers in the same university.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. The location of the research facilitates the researcher in conducting the research.

E. Definition of Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to define the terms as follows:

1. Effect

Richards and Schmidt (2010, p. 190) stated that effect is a measure of the strength of one variable's effect on another or relationship between two or more variables". In this research, effect refers to the implication of two different variables (X and Y) in quasi-experimental research. Variable X is referring to the use of Picture Sequence and variable Y is referring to the students' writing ability on narrative paragraph. It means effect is defined as a result of students' writing ability on narrative paragraph treated by using Sequence Pictures.

2. Picture Sequence

According to Raimis in Ariningsih (2010, p. 42), a picture sequence, such as comic strip, provides the subject matter for writing narrative and speculating about the story beyond the pictures in the strip. It also provides material that offers guidance on vocabulary, sentence structure, and organization. In this research, it refers to the technique that the teachers gave the students. The students analyzed the Picture Sequence and worked in groups. So that, they could write the story based on the Picture Sequence.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Writing Ability

Suaeni (2015, p. 6) said that writing is a process of showing or expressing ideas, opinions, experiences, or information in the mind of the writer in the form of written language. Dealing with statement above, Cathy (2008, p. 2) stated that ability means be able to do something, or your level of skill at doing something. In addition, writing ability is skill of expressing the writers' idea into written language. In this research, writing ability refers to skill on students' writing narrative paragraph at Junior High School 34 Pekanbaru.

4. Narrative Paragraph

According to Syafi'i (2011, p. 53), narrative is story telling, whether tells true story or fiction. A narrative paragraph gives an account of one or more experiences. It tells a story to make a point or explain an idea or event. On the other hand, Keraf in Reyhan (2012, p. 5) noted that Narrative is story tells or describes an action in the past time clearly. In this research, narrative paragraph is a paragraph that is used to know the students' writing ability on narrative paragraph by using picture sequence at the second year of state Junior High School 34 Pekanbaru.