CHAPTER I

INTRODUCTION

In this chapter the writer of the study presents brief introduction of the research. This chapter describes the background of the study, research problems, objectives of the study, significance of the study; it also includes scope and limitation of the study, and definition of the key terms.

A. Background of the Study

Globalization has imposed people to find other people from various countries. They must have languages in order to communicate with each other. English is the foreign language for us and English is a language used by people around the globe. If as a student want to have the English ability well to communicate, they need trained with the effective learning. Teaching English as a foreign language (EFL) involves four language skills; listening, reading, speaking and writing. Nowadays, writing plays an essential role in the language teaching learning activities. The writing is the natural outlet for the student's reflection on their speaking and reading expression in their second language.

So, Writing ability is important in the process of language learning, because the learners do not only listen to the teachers' explanation or instruction, speak up to respond the teachers or read the books, articles, or

others in teaching and learning process, but also the learners should be able to write to balance their skills in learning a foreign language.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as a practice tool to help students practice and work with language they have been studying. In fact, providing with opportunities to write not only improves their writing but also promotes second language acquisition. In helping the students to write, we need to introduce the process of writing. Process writing allows students to concentrate on one task at a time and to experience the value of peer feedback in developing their ideas for effective written expression.¹

In the teaching and learning process of writing, the teachers have an important role. John states that,

"Teacher's role is to help students develop viable strategies for getting started (Finding topics, generating ideas and information, focusing and planning, Structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (Attending to vocabulary, sentence, structure, grammar, and mechanics)"²

That is supposed to teacher's role that are suitable for students to process of writing a good start from the early composed by should or concept. Because make a product writing that attractive even is ambiguous need to process and

² John, Ann. M, *Text, Role and Context*, (Australia: Cambridge University Press, 1997), p. 12.

¹ Oyle, O. F. Teaching and assessing writing: Recent advances in understanding, evaluating, and improving student performance. Quarterly of the Center for the Study of Writing, 8 (3) 1986, p. 36-43.

a lot of experience writing ability to make the quality of increasing awareness about the language .

Therefore, during the researcher implementation PPL at SMA GIKI 2 Surabaya years ago, she got that students' writing ability on there was under level. So, the researcher trying to improve students writing ability on there by a new method, which the teacher in there conducts process teaching writing by only following the instructions in the textbook. In addition, many students' compositions are poorly organized, insufficiently developed, grammatically awkward, and mainly weak in vocabulary usage. Hence, she usually teaches writing by giving the students a simple task. She usually emphasizes on the correctness in terms of language use or grammar only. She also does not often provide any comment or feedback on their writing assignments, so they tend to make the same mistakes. In short, in teaching writing, she uses productoriented approach.

In teaching writing, some kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. The subject is very useful for the teacher to achieve the instructional goals of teaching learning process and also be interesting for the students. Like a narrative text that tell a story with full fantasy be like to reading.

A narrative text is a form of story text that has purpose to entertain readers. It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way.³ Furthermore, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade XI senior high school.

There are some strategies in teaching writing of the narrative text. One of the strategy is SWELL (*Social-Interactive Writing for English Language Learners*). SWELL is learning collaborative strategies for writing which have proposed by Teo. It is basically a writing technique that is supported by several theories related to collaborative writing, Vygotsky's theories of learning, and teacher as feedback provider.⁴

When talk about collaborative learning, Mason states that many techniques should be regarded to be appropriate to develop kinds of writings which are most frequently in school.⁵ Some of them include role playing, other kinds of simulation, invention of games, controlled experiments, experiments in observation, sensual exercises, studies in perception and interpersonal perception, modeling, all kinds of making, and all activities that

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³ Indaryati, Tri, English Alive-Senior High School, (Bandung: Yudistira, 2011).

⁴ Teo, adeline. Swell: a writing method to help english language learners: english teaching forum. http://exchanges.state.gov/englishteachingforum/archieves/does/07-45-4.d.pdf. 2007, accessed on December 26 2015.

⁵ Mason, E, *Collaborative Learning*, (New York: Shocken Paperback, 1973), p119-120.

take place amidst continual discussion of the youngsters themselves. Based on the statement, *SWELL* includes one of techniques in collaborative learning.

Meanwhile, Vygotsky in Dahms, et al states that learning involves the internalization of social interaction process which can help the learner progress from complex to conceptual thinking. Therefore, he recommends a social context where a more competent learner will be paired up with a less competent one, so that the former can elevate the latter's competence. However, the presence of teacher as feedback provider is still necessary because as stated by Muncie in Harmer that the students see teacher's comments as coming from an expert, as a result the teacher's comments do affect revision.

In *SWELL*, the roles of teacher are as facilitator – preparing students how to conduct *SWELL* - , monitor, and feedback provider. Moreover, it is allowed for students to use their mother tongue for oral discussion and use bilingual dictionaries for translation. So, in this study researchers try to find out how good the ability of XI grade students of senior high school in producing text or paragraph by learning narrative text with SWELL. By using

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⁶ Dahms, M., K. Geonnotti, D., dkk, *The Educational Theory of Lev Vygotsky: an Analysis*, (Online), http://www.learning-theories.com/vygotskys-sociallearning-theory.html. 2008, Retrieved on December 26 2015.

⁷ Harmer, J, *The Practice of English Language Teaching Fourth Edition*(Cambridge: Pearson – Longman, 2007), p. 104-112.

⁸ Teo, adeline. Swell: a writing method to help english language learners: english teaching forum. http://exchanges.state.gov/englishteachingforum/archieves/does/07-45-4.d.pdf. 2007, accessed on December 26 2015.

⁹ Ibid

narrative text as a genre for teaching writing, the students will be more interested and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading.

B. Research Problem

Based on the background of the study above, the research problem is:

- 1. How can SWELL (Social-Interactive Writing for English

 Language Learners) Technique be used to improve the students

 of class XI IPA 3 ability to write a narrative text at SMA GIKI 2

 Surabaya?
- 2. How is the improvement of the narrative writing ability of the students of class XI IPA 3 at SMA GIKI 2 Surabaya throughout the Implementation of SWELL (*Social-Interactive Writing for English Language Learners*) Technique?

C. Objective of the Study

Looking at the research problem above, the objective of the study is stated below:

- To describe technique of SWELL (Social-Interactive Writing for English Language Learners) in writing narrative text.
- 2. To describe the effect of using SWELL (Social-Interactive Writing for English Language Learners) on students' narrative writings.

D. Significance of the Study

To avoid overly broad scope of research is needed to set restrictions on the problem. The limitation of this research problem is the collaborative from a descriptive qualitative study and the result of score writing narrative text with quantitative study. The subject of research is devoted to students with class narrative text in XI grades at SMAGIKI2 Surabaya year 2016-2017. And this restriction is intended that the research focuses on students who have learned about writing narrative text.

E. Scope and Limitation of the Study

Expected to provide a narrative description of how improved writing narrative text of teaching writing skill in SMA GIKI 2 Surabaya with SWELL technique to writing in the class XI grades students. And how the methodology that use teacher in other aspects of classroom environment. Both of which can be utilized in some contexts these interests. For educational institutions the results of this research can be used for information and consideration in order to determine which programs and policies. To develop and run a mentoring program that is oriented around the interests of students.

For teacher as an input in guiding the students in the class with the purpose of giving a positive attitude in order to affect the students, know how to determine the model of learning in the classroom more exciting student interest with the goal of a more conducive atmosphere for learning and obtain

maximum learning results. And for student can develop writing ability of learning they become more fulfill the standard. As well as strategies or tricks added to facilitate them in understanding their writing skills to be useful in the future.

F. Definition of Key Term

The researcher lists the definition of important terms used in this study as follows:

- SWELL is a writing method to help English language learners with collaborative writing especially primarily based on the construct of socialcognitive theory, which integrates research on social context with research on cognition.
- 2. Writing is usually the fourth language skill that we learn, which writing also the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and idea in a readable form. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.
- 3. Narrative text is any report of connected events, presented in a sequence of written or spoken words, and/or in sequence of moving pictures.