CHAPTER II

REVIEW OF RELATED LITERATURE

One of part which is important in research is basic theory. The object of this research is the students' written narrative text. So the writer will tell some theories which come from the data source. The theories are writing, narrative text, SWELL (Social-interactive Writing for English Language Learners), and the last is previous study.

A. Writing

1. The Disposition of Writing

Writing is a process of communicating a writer's idea to the readers in written form. The primary role of writing is expressing the ideas and conveying the message.[1] In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story. Carino stated that writing can be taught in two ways; as a thing and as an activity.[2] A product is important because it can communicate

---

[1] Ur, penny, A course in language teaching: practice and theory, (Cambridge: Cambridge University Press, 1996), P. 159.
[2] Carino, P., What we talk about when we talk about our metaphors: A cultural critique of clinic, lab, and center, (Writing Center Journal, 13,1992), P. 31–42.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

Besides that, every writer has different purposes of writing. According to Laurel, there are six purposes of writing.[3] The first is writing to explain or inform. In this kind of writing, the writers should know concretely and clearly about what information they want to inform, for example, writing an announcement or an article. The second is writing to persuade. It is usually has related to an advertisement. In this kind of writing, the writer must use the interesting words to catch the customer's attention.

The third is writing at school. It means that the writing that used to answer the essay question from the test of their examination. The fourth is business writing. In the business writing, the writer should focus in formal language, for example, writing a formal letter. The fifth is social writing. It is a social relationship, for example the letter between friends and the content is informal.

The last is artful writing. It is writing as one part of the art, for example, writing novels or short stories. Therefore, it can be

---

[3] Reinking, laurel, D., Effective teaching of English for specific purposes writing, Pdf, 2000, Accessed on March 4 2016.

concluded that the writers should know the purposes of their writing and the goal of the writing. The writers should also know who their readers will be.

In addition, in the process of learning a language, writing is one of the skills that should be mastered by the students. According to Hogue writing can and should be a simulating and challenging activity central to all learning and development.[4] From the writing process, the student will learn how to express their ideas and develop it into a good writing product.

Besides that, Herrel et al stated that writing activity involves some aspect of language in which the students are expected to employ all their background knowledge before starting to write.[5] In writing activities, the students should explore their indirect language. The students should use their background knowledge to help them in writing. The background knowledge means the information that they have learned.

Hogue viewed that for the students, writing is a way to demonstrate their understanding and interpretation of concept and theory studies during the learning process.[6] It means that writing is a

---

[4] Hogue, Ann, *First Step in Academic Writing*, (New York: Longman, 1996).

[5] Herrel, L, addrienne, & jordan michael, Fifty strategies for teaching english language learner third edition, (Colombus: merril prentice hall, 2008), P. 6.

[6] Hogue, Ann, *First Step in Academic Writing*, (New York: Longman, 1996).

form of the students' understanding about the lesson that they have learnt. From writing, the teacher can assess their students' knowledge and interpretation about the lesson.

There are some steps in writing that is planning, drafting, editing and final draft.[7] The first is planning. It is a very important step. In this step, the writers decide the topic to select depending on the purposes of the writers itself. Then, the writers brainstorm their ideas about all things that are related to the topic and take notes about the ideas. The last, the writers make outlining of their writing to take the main points and sub points in the order in which writers plan write about them.

The second is drafting. The writers begin to write and the outline will be guided for the writers to write in the writing process. The writers should develop their ideas in the paragraph. The paragraph should be coherent between one with another.

The third is editing. The writers edit their draft to improve the content and the style of their writing to make it more interesting and readable. In the editing process, the writers should check their writing. When writers edit their draft, they will make some changes. They often add a whole paragraph or more, take out one or more paragraphs,

---

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

change the order of paragraph, add or take out whole sentences, rewrite the sentences, change the vocabularies and so on.

The last is final draft. This step is very important in the writing process. In this step, the writer should rewrite their draft. The writer should take attention to detail of all words, sentences and paragraphs. It is the final paper of the writers writing and the result of the writing process.

2. **The Disposition of Writing Ability**

Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Writing ability is a skill or quality of someone to explore their ideas or concept to communicate it with somebody else through signs or symbols in written form.[8]

To have ability in writing, writers should keep practicing to be a successful writer. John stated there are two ways to be successful at writing skill.[9] They should realize that writing is a work. Then they should realize that writing will help them to discover their ideas.

The first, writers have to understand that writing is a work. The writers may feel at those times that they cannot think anything to write. The writers have a lack of ideas which make them do not

---

[8] Ur, penny, A course in language teaching: practice and theory, (Cambridge: Cambridge University Press, 1996), P. 159.

[9] John, Ann. M, *Text, Role and Context*, (Australia: Cambridge University Press, 1997).

interest to continue their writing. They are also not confident of their writing product. They may feel that their writing is bad and nobody wants to read their writing. It makes them depressed. To solve these problems, the writers should understand that they will not always be inspired to write. The writers should do it whether they want or not. It makes the writer motivated to practice more in writing.

The second, the writers should realize that the act of writing will help them to discover their ideas. In writing, the writer can explore their mind about what they want to say. They will find more ideas and know better about their thoughts. It also will help them to make a readable product to the readers.

In addition, a writing skill also covers all aspects that have a relation in writing; the writer, the process, the product and the reader. Lannon stated that a good writer should make a reader as the first concern.[10] The writer should know the readers of their writing, including their level of understanding. It will help the writer to adapt their writing product with the readers.

Therefore, writers should make their writing product readable for the readers. According to Peter & Megan there are some factors to make writing more readable. First of all, the writer should know the knowledge of the reader. It will help the writers to choose the

---

[10] Lannon, John M., Technical Writing, (United state: Little Brown & Company, 1982).

appropriate vocabularies and organize the text. Then, the writer should make paragraphs that are logically structured. It means that the writer should state a central idea and a clear chronology of events.[11] The writers should also make all of the sentences clear, concise and fluent. The writing should re-arrange the word order to be informative and easy to read. Furthermore, the writer should choose words carefully. The chosen words should keep the language simple.

In the school context, readers of students' writing are their teacher and their friend. It makes them choose simple vocabularies and clear writing. The students should do more practice to have good writing ability. Ability in writing is useful for students in learning English. The students should use a standard written English and demonstrate an understanding of the intended audience to communicate a clear message.

Furthermore, the benefit of having ability in writing is good for the students' future because in the modern era the people are connected with each other in the whole world indirectly, for examples, e-mails or letters. That is why there are many jobs that need people with good writing.

---

[11] Knapp, Peter, dkk, Genre, Text, Grammar: Technologies for teaching and assessing writing, (Australia: New South Wales Press, Ltd, 2005).

3. Significant of Writing

Writing is the visual representation of language through the use of an established selection of markings. As a means of communicating ideas and storing information, so writing has allowed for the development and maintenance of large and complex societies, the formalization of both academic and practical learning, and the ability to exchange information on a global level. It is, perhaps, foremost among the many others fundamental social and technological advancements that have shaped our world. Writing developed independently in three different regions of the world: the Middle East, China, and Mesoamerica.[12] Through a natural evolution of language, culture, script, and necessity, these early traditions became the foundation for the modern written word.

Like a lot of the professional journalists they work with started out writing for student papers and journals, and there is no doubt that the experience and skills folk get in those positions are a big help when looking for graduate positions. The point is, writing benefits massively to remembering important information for that exam you have, or furthering your understanding in a field you wish to specialize in. The more writing you do, the more information you will retain.

---

[12] Fischer, Steven Roger. A History of Writing (London, England: Reaktion Books, 2001) 7-9.

You will notice a difference both in displaying knowledge and writing style when comparing your latest written piece to your first one.

As well as for the students English which is academically learning writing also very significant on the curriculum based on competence, "English subject in senior high school has a purpose to help students have the ability to develop communicative competence in oral and written form and to get the functional literary stage".[13] So, students of senior high school should be able to communicate in oral or written form. As competency to write that students should have.

4. **Measurement of writing Text**

Measurement is an instrument used to collect the data or information useful to answer problems research. An instrument as an instrument in the research to used a method. Composing research instruments have done researchers if researchers have understood his research. Understanding of variable or the relationship between variable is a financier important for researchers in order to outline be sub variable, indicators, descriptor and items the instruments.

Function instrument is express the fact be data. According to Arikunto, data is depiction variables investigated and serves as a means of hypothesis, is not data depending on whether the suitability

---

[13] Kurikulum, Depdiknas, Standar kompetensi mata pelajaran bahasa inggris untuk sekolah menengah atas dan madrasah aliyah. (Jakarta: pusat kurikulum. Balitbang depdiknas, 2004), p. 3.

instrument data collection.[14] Therefore, form of instrument is measurement in the rubric. Some kind of rubric in a research is as follows :

a) **From The Researcher's School District Holistic Scoring Rubric for ELLs**

Score	Ideas	Style	Organization	Mechanics
5	Develops topic with the right details, examples, reasons	Word choice is precise rather than general; superior use of sentence structure and vocabulary	Clear plan of organization with an inviting introduction, thoughtful transitions, and a satisfying conclusion	Superior use of spelling, punctuation and grammar
4	Develops topic with details, examples, and reasons	Adequate sentence structure and vocabulary; sentences are complete and varied	Groups details into simple plan of organization	Adequate use of spelling, punctuation, and grammar
3	Develops topic with general rather than specific details, or often confusing	Use simple or Unvaried sentences; vocabulary is unvaried but appropriate	Minimal organization, may only list ideas with little comment; may omit sections of the prompt or digresses from topic	Some misspellings of words; some mistakes in usage of punctuation and grammar

---

[14] Suharsimi,arikunto,Prosedur Penelitian suatu pendekatan Praktik,Jakarta :PT.Asdi Mahasatia,2006, p. 150-160.

| 2 | Fails to develop the topic; needs details, description, examples, and reasons | Sentences are brief, Incomplete, or long with little meaning. Word choice is unvaried and inappropriate | No apparent order that shows beginning, middle, and ending of an event described | Many mistakes in spelling, usage of grammar and punctuation |
| 1 | Write only alphabets or isolated words | Write only alphabets or isolated words | Write only alphabets or isolated words | Write only alphabets or isolated words |

Note: *Overall Score = the sum of each category /4 = _____*

Level	*Overall Score*
Beginning	*1–1.99*
Basic	*2–2.99*
Intermediate	*3–3.99*
Advanced	*4–4.99*
Native like	*5 or above*[15]

      b) **Look of The generic structure and language use which used**

criteria **as follows:**

1. **Generic Structure**

a. Orientation

Table 1. Score Classification of Orientation

Classification	Score	Criteria
Excellent	90-100	Complete to identify and set the scene and introduce the participant (it answer the questions: who, when, and where)
Very Good	80-89	Identify and set the scene and introduce the participant enough (it answer the questions: who, when, and where incomplete)
Good	70-79	Cannot incomplete to Identify and set the scene and introduce the participant.
Fairly Good	60-69	Not relevant to Identify and set the scene and introduce

---

[15] http://exchanges.state.gov/englishteachingforum/archieves/does/07-45-4.d.pdf
accessed on Augusts 26, 2016

		the participant.
Fair	50-59	No answer of concept

b. Complication

Table 2. Score Classification of Complication

Classification	Score	Criteria
Excellent	90-100	Complete to Identify the crisis' of problem arises. When the problem developed.
Very Good	80-89	Identify the crisis' of problem arises. When the problem developed is enough.
Good	70-79	Cannot incomplete to identify the crisis' of problem arises. When the problem developed.
Fairly Good	60-69	Not relevant to identify the crisis' of problem arises. When the problem developed.
Fair	50-59	No answer of problem.

c. Resolution

Table 3. Score Classification of Resolution

Classification	Score	Criteria
Excellent	90-100	Complete to find a way or solution to solve the problem
Very Good	80-89	To find a way or solution to solve the problem is enough.
Good	70-79	Cannot incomplete to find a way or solution to solve the Problem
Fairly Good	60-69	Not relevant to find a way or solution to solve the problem
Fair	50-59	No answer to solve the problem.

2. Language Use

Table 4. Past tense and pronoun[16]

Classification	Score	Indicator
Excellent to very Good	86-100	Effective complex construction, few errors of agreement, tense, number, word/order function, article, pronoun and preposition
Good to average	70-85	Few errors of agreement, tense, number, word/order function, article, pronoun, preposition but meaning confused or obscured
Fair to poor	60-69	Dominated by errors of grammar, cannot be understood and evaluated.
Very Poor	50-59	Virtually no mastery of sentence construction rules, etc.

c) Adapted from Glencoe (2007)[17]

Focus/Organization	Comments
☐ The narrative fulfills its purpose of telling a story using all of the elements of a folktale. ☐ The story is appropriate for its intended audience. ☐ The story took place in the past. ☐ Time order is used to organize the story's events.	*Score / 35*
Elaboration/Support/Style	**Comments**
☐ Enough details are provided to describe the setting and characters. ☐ The writing includes a protagonist who tries to do well and may have special powers. ☐ The writing includes an evil antagonist, which may be a character or a force of nature. ☐ The story contains a theme or central message. ☐ Writer uses the third-person point of view correctly and consistently.	Score / 35

---

[16] Harmer, J, Teaching and Learning Grammar, (University of California: Longman, 1987), P. 336

[17] Glencoe, Rubrics for Assessing Student Writing, Listening, and Speaking High School, (USA: the McGraw-Hill Companies, Inc, 2007)

Grammar, Usage, and Mechanics	Comments
□ The writing is free of misspellings, and words are capitalized correctly. □ Sentences are punctuated correctly and the piece are free of fragments and run-ons. □ Standard English usage is employed except where inappropriate. □ The paper is neat, legible, and presented in an appropriate format.	 *Score / 30*

B. Narrative Text

1. Writing Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. In the narrative text, the readers are invited into the journey in a story to entertain them.

There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. It has historical characteristic based on the situation. It makes many kinds story of narrative text. For example, in the past, a narrative story told about a princess with the horse, but nowadays narrative text can develop be a princess with her car. The story has always changed time by time. It is because the story has effect of human behavior and modernization. A narrative text can be a

form of creative thinking for students. Students can develop their ideas about many new stories.

In a narrative text, the writer should take attention in the event and the problem. According to John in a narration, a writer should present events in a true order. It will make a story clearer to the readers.[18] And the important things in the narrative are chronological of events and problem. The problem is a characteristic of narrative text. It makes the narrative text is different in other text. For example, in descriptive text, the writers just describe people or things, but in narrative text, the writer should a rise a problem that the main character should face it and solve it. Keraf also stated that narrative text has a special characteristic. The characteristics of narrative text are concern in action, set in the time sequences; try to answer the question, what happened? And it has a conflict.[19] In short, a narrative text should have a problem and process of events to solve the problem.

In the process of solving the problem, the character will get some events in their life. The events will include all steps of the character problem solving. Furthermore, the conflict in the problem should not too difficult, but it is enough to make a simple idea based on the real life. For example, the writer can write that the poor

---

[18] John, Ann. M, *Text, Role and Context*, (Australia: Cambridge University Press, 1997).
[19] Keraf, gorys, Argumentasi dan narasi, (Jakarta: PT. Gramedia, 2000).

character wants to buy a new dress for her mother. It is a simple problem, but it can arise some event and process of the character to buy a new dress for her mother.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

Anderson states that a good narrative uses word to paint a picture in our mind of:[20]

a. what characters look like (their experience),

b. where the action is taking place (the setting),

c. How things are happening (the action).
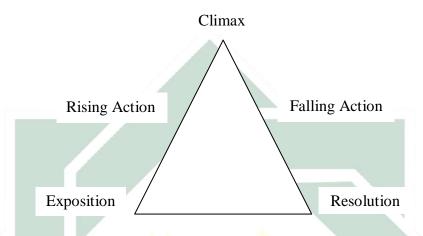
The characteristics of narrative texts among others:

a. It tells us about a story of event or events.

b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

---

[20] Anderson, Mark, Text Type in English 2, (Australia: Mackmillan, 1997), P. 14.

2. Generic Structure

Neo states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way. [21]

Climax

Rising Action   Falling Action

Exposition   Resolution

That picture is known as the Freitag triangle.

The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a) The composition, it establishes the characters and situation.

b) Rising action, it refers to a series of complication leads to the climax.

c) The climax is the critical moment when problem/ conflict demand something to be done about them.

d) Felling action is the moment away from the highest peak of excitement.

e) The resolution consists of the result or outcome.[22]

---

[21] Neo, Ernest, *Narrative for 'O' Level, (Malaysia*: Longman, 2005), P. 2.

On the other hand, Anderson states that the steps for constructing a narrative are:[23]

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

---

[22] Ibid.

[23] Anderson, Mark, Text Type in English 2, (Australia: Mackmillan, 1997), P. 8.

d. Resolution/ falling action

      In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?)

e. Reorientation

It is an optional closure of event.

3. Language Feature

      The language features usually found in narrative texts are:

a. Specific characters

b. Time words that connect to tell when they occur

c. Verbs to show the action that occur in the story.

d. Descriptive words to portray the character and setting.[24]

      There many different types of narrative texts, among others:

a. Humor	f. Mystery
b. Romance	g. Fantasy
c. Crime	h. Science Fiction
d. Real Life Fiction	i. Diary Novels
e. Theoretical fiction	j. Adventure[25]

---

[24] Anderson, Mark, Text Type in English 2, (Australia: Mackmillan, 1997), P. 15.
[25] Neo, Ernest, Narrative for 'O' Level, (Malaysia: Longman, 2005), P. 58.

There can be a combination of narratives within each of these different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category.[26] The notion of genre is to help you generate story ideas. Here are some examples of the different type (or genre) of narrative showing typical features:

a) Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

1. Orientation: the narrator tells the funny characters names in unusual setting.

2. Complication: in this part, something crazy happen.

3. Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.

4. Resolution: All's well that end well.[27]

b) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

---

[26] Ibid, P. 8.
[27] Ibid, P. 58.

1. Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.

2. Complication: boy meets girl.

3. Sequence of event: it contains the development relationship, jealously, love, hurt, pain, warm, sharing, and overcoming problems.

4. Resolution: boy gets girl, marry and live happy ever after.[28]

c) **Historical Feature**

Here are the features of a typical historical fiction text:

1. Orientation: a setting in the past and description of a period in history.

2. Complication: good meets evil

3. Sequence of event: action related to a period in history, character's lives affected by the events of history, description of live at the time.

4. Resolution: characters survive the chaos of the time (for example, the war ends).[29]

---

[28] Ibid, P. 59.
[29] Ibid.

d) The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

1. Orientation: main character is the narrator. Time setting is given by diary entries.

2. Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

3. Sequence of event: diary entries tell of feelings, hopes, and happening.

4. Reorientation: the narrator tells what happens to solve the complication.[30]

e) Fantasy

Below are the features of a typical fantasy narrative:

1. Orientation: setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

2. Complication: evil forces affect the goodies.

3. Sequence of event: use of magic. Action includes elves, dragon's and mystical beasts, heroism.

4. Resolution: God defeats evil forces.[31]

---

[30] Ibid, P. 60.
[31] Ibid.

f) Science Fiction

Science fiction narratives see the setting involving science and technology. Here are the typical features of the text type:

1. Orientation: a feature setting and a world with technology.

2. Complication: an evil force threatens the world.

3. Sequence of event: imaginative description. Action involves technology, science, and super invention.

4. Resolution: good defeats evil.

5. Coda: take care that science is used for good, not evil.[32]

C. SWELL (*Social-Interactive Writing for English Language Learners*)

1. Introduction of SWELL

SWELL or *Social-Interactive Writing for English Language Learners* cognizable as one of methodology for teaching English writing competence that firstly introduced by Adeline Teo, a professor at Chun Shan Medical University, Taiwan. It is basically a writing technique that is supported by several theories related to collaborative writing theories, technique of teaching writing, and teacher as feedback provider.[33]

---

[32] Ibid, P. 61.
[33] Adeline, Teo. 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.

The collaborative writing for the most teacher-researchers state that in essence, collaborative writing means that the student teams up with one or more peers to go through the writing process. Collaborative writing in class is a way to prepare students for future assignments where team abilities are required. Widdowson stated as cited in Montero that points out that when students work together they are dialoguing and making decisions due to constant feedback.[34] The classroom technique of collaborative learning of writing skills is strongly advised in our setting where students must be the center of the class and interact as much as possible with their classmates.

English teachers are also required to encourage peer and self-correction. Which that collaborative writing presents not only a highly motivating learning experience for EFL/ESL students, but also a creative pedagogical tool for teachers. Because of that, SWELL includes one of techniques in collaborative learning.

Whereas in Vygotsky theory, he believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development. This phenomenon is called the Zone of Proximal development. Vygotsky describes it as "the distance between the actual developments levels as

---

[34] Montero, A, What a feeling! Motivating EFL students through collaborative writing with poems, (*English Teaching Forum*, *43*(3) 2005), p. 36-38.

determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers".[35] In other words, a student can perform a task under adult guidance or with peer collaboration that could not be achieved alone. The Zone of Proximal Development bridges that gap between what is known and what can be known. That is from the teacher as feedback provider which the result from the teacher's comments do affect revision.

Therefore SWELL made by Adeline Teo which that formerly, SWELL method have been adapted by Teo with Topping's Method namely paired writing method that is kind of peer-assisted writing. Where Topping uses single-word questions (e.g. Who? Do? What?) To generate ideas, however in SWELL uses complete structured and directive questions beginning with WH-words, such as "Who did what to whom?" This modification helps learners generate ideas for their writing and provides the temporary support, or "scaffolding," that Peregoy and Boyle believe is necessary to permit learners to participate in a complex process before they are able to do so unassisted.[36] And added some revision will be done with Teo in

---

[35] Vygotsky, L.S, *Mind and society: The development of higher mental processes*, (Cambridge, MA: Harvard University Press, 1978).

[36] Peregoy, S. F., & Boyle, O. F., Reading, writing, and learning in ESL: A resource book for K-12 teachers, (New York: Longman, 2001), P. 277.

process of the implementation of SWELL until got a great result of students' development in writing task.

SWELL method covered six steps; generating idea, drafting, reading aloud, editing, best copying, and teacher's evaluating. Like own mean of SWELL students are firstly divided into pairs based on their English level proficiency. There are the higher and lowers level student who play the role as the helper and writer to work collaboratively. Wishful, the higher level students can help the lower level not only knowledgeable but also understand more about language.[37] Hence, the selection of membership in a group or pair influences productivity.

2. Procedure of SWELL

Educators often teach writing to the whole class at one time. As students watch and listen, the teacher models the writing lesson and encourages the student to add their ideas as well. Most teachers in grades as early as kindergarten use a writing process. This process involves several steps to guide students from the beginning of writing to creating a finished piece. Teachers use these steps or procedure to provide structure and continuity in all forms of writing. Here are the procedures of writing with SWELL method in flowchart:

---

[37] Harmer, Jeremy. How to teach writing. (england: pearson education ltd,2004).

The SWELL Method Flowchart

H = Helper W = Writer

Step 1: Ideas

H asks W questions:

Who did what?

Who did what to whom?

What happened?

Where did it happen?

When did it happen?

Who are the important people (main characters) in the story?

Why did he/she/they do that?

What was the problem?

How did he/she/they solve the problem?

What happened next?

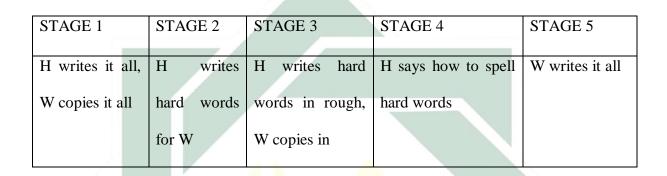Did anyone learn anything at the end? What was it?

(Ask any questions you can think of) . . . . ?

↓

W answers and takes notes. W can add things that are not in H's questions.

↓

Then both H and W read the notes. Are ideas in proper places? Make changes if needed.

Step 2: Draft

Teacher will give and explain to you *one* of the following jobs.

↓

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
H writes it all, W copies it all	H writes hard words for W	H writes hard words in rough, W copies in	H says how to spell hard words	W writes it all

Use the notes; begin writing. *Don't worry* about spelling.

Step 3: Read

W reads drafts out loud and makes it sound good! H corrects words read wrong if she/he can.

Step 4: Edit

H and W both look at draft

H asks himself or herself:

1. *Do I understand what W wants to say in his/her writing? (Meaning)*

2. *Did the writing have a clear beginning, middle, and ending? (Order)*

3. Did W use all the words and write all the sentences correctly? (Style)

4. Did W spell all the words correctly? (Spelling)

5. Did W put all the punctuation (,.? ! "…") in the right places? (Punctuation)

W asks himself or herself:

6. *Does H understand what I want to say in my writing? (Meaning)*

7. *Did my writing have a clear beginning, middle, and ending? (Order)*

8. Did I use all the words and write all the sentences correctly? (Style)

9. Did I spell all the words correctly? (Spelling)

10. Did I put all the punctuation (, . ? ! "…") in the right places? (Punctuation)

↓

W makes changes! H suggests changes

Use dictionary when necessary

Step 5: Best Copy

W copies "best" writing from Step 4. H may help if necessary.

Write both H & Ws' names on paper.

Turn in the completed copy to teacher.

Step 6: Teacher Evaluate

H and W read teacher's comments together, and then discuss and make corrections.

3. Effectiveness of Using SWELL in Writing Teaching Learning Process

In measuring the contribution of SWELL toward the students' narrative text, the improvement of the students' score that could be seen from their score in each cycle was listed. The scores comprise of the average score, the lowest score, the highest score, and the class mastery of writing narrative text in preliminary study and each cycle. The class mastery of writing narrative text was counted by using the percentage. The technique of percentage was formulated as follows in the chapter IV on result and discussion.

D. Previous Study

There are six previous researches that related to SWELL technique. The first is a thesis by Ike Priehatini from Sunan Ampel State Islamic University, Surabaya in the title of "The Use of SWELL (Social-Interactive Writing for English Language Learners) in Teaching Writing Recount Text at the First Grade of SMA Hidayatut-Thullab Sampang." This is a thesis for education from Librarian Sunan Ampel State Islamic University, made on November 17th, 2011 with 9 files. Which discuss about the methodology of

writing recount text with SWELL at the first grade of SMA Hidayatut-Thullab Sampang. She also explained about the students who have different characteristic of students' ability. Her researchers have used the qualitative and quantitative research or can be intended as CAR (Collaborative Actions Research).

The second, done by Sinta (2011) which entitled The Use of Roundtable Technique to Improve Students Achievement in Writing Hortatory Exposition Text (A Case of Grade XI Students of SMA Negeri 1 Batang in the Academic Year 2010/2011). She stated that teaching writing Hortatory Exposition Text to senior high school students is not easy. Then she used Roundtable technique to help the students in writing Hortatory Exposition Text. After they got treatment, they could write hortatory exposition text in correct organization and grammar. The students finally could write the hortatory exposition text in correct grammar, content, mechanics, word choice, and style after they got the last treatment.

The third previous study done by Arifah (2009) in the title of "*The use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan*" who conducted a study on The use of Picture to Write Narrative in Teaching writing at MA Raudlatul Ulum Klampis Bangkalan. This study focused on the implementation of picture series. It proves that

picture series is a good media in teaching process especially in writing narrative.

The forth previous study done by Nurul Fadilah (2014) in the title of "*An Error Analysis of Using Cohesive Devices In Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya*". This thesis aimed to analyze students' error in using cohesive devices and identify the types of error on the use of cohesive devices in writing narrative text at the second year of SMPN 5 Surabaya. A descriptive qualitative research was used to identify the kinds of cohesive devices error and the types of error committed in those texts. It also identified the dominant errors occurred in the texts. The result shows two kinds of cohesive devices error occurred in students' narrative texts namely reference and conjunction.

The fifth previous study done by Iis Khasanah (2013) in the title of "*The Effectiveness of Charlie Chaplin's Video as a Medium to Teach Writing Narrative Text at SMA Islam Parlaungan Sidoarjo*". The research conducted in SMA Islam Parlaungan Sidoarjo. The students used bilingual language in their daily activity. But the students of this are lacks in writing skill especially writing Narrative text. The students of class XII were chosen as the sample of this study. This research use pra-experimental research. The design category is one group. For this research, the instruments used are pretest and posttest.

The sixth previous study done by Akhmad Qoid Khabibi (2013) in the title of "*A Study of Action Movie Trailer to Improve Student's Ability in Writing Narrative Text for Tenth Grader of MAN 1 Mojokerto*". In this research the researcher, as the teacher in the classroom uses action movie trailer as the media offered and the conventional method to teach writing narrative text. The researcher is attempted to find out significance improvement between action movie trailer from pre-test to post-test and Students' response. The method that is used in this research is the quasi experimental method. By using t-test, to find out the significant improvement between conventional method and action movie trailer through the score pre-test and post-test.

There were differences between this research and the three researches above. Firstly, this research focused on solving students' writing problem at Grade XI of SMA GIKI 2 Kota Surabaya. In addition, this research focused on improving student's ability in writing a narrative text with SWELL technique, especially in getting the ideas with the results that want to get minimum passing score 75 in the class XI IPA 3 after SWELL technique was implemented. The researcher used CAR (Classroom Actions Research) method to find the result of research questions. And the researcher chooses narrative text because in the curriculum the students at grade XI should be able to write narrative text.