CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results and discussion of findings in order to answer the question in the research problem. In results, the researcher discusses and describes the implementation of SWELL technique, and the students' progress in writing test through the implementation of this technique to improve students' writing narrative text ability for second graders at SMA GIKI 2 Surabaya. The data are the results of observation in three cycles and they would be analyzed qualitatively.

A. Results

1. The Results of Implementation SWELL Technique

The describing explains of the implementation of SWELL technique to improve students' writing narrative text ability. This research has done at SMA GIKI 2 Surabaya and the subjects were the students of XI IPA 3 class. There were 40 students that consisted of 13 male and 27 female students. This school was included a good school which the area was on city center. Although those area on city center this school was very conducive to do teaching learning process because the environment around it was included education area on junior high school also. Moreover, the researcher also has done PPL on there. So, the researcher has known some problem that got by

students on there with writing ability them. Thus, it was suitable with SWELL technique that deals with students' interaction and their close relationship to work collaboratively in pair.

In this research, it would be focus on writing narrative text. There would be three cycles and its allocation for each cycle was 2x45 minutes. So that in each cycle, teacher would allocate 10 minutes for opening, 75 minutes for applying SWELL technique, and 5 minutes for closing. The researcher will describe it from the first cycle until third cycles as follows:

a. First cycle

The first cycle was conducted on January 5, 2017. The researcher and the teacher were team teaching. The researcher became the teacher in the class. The real English teacher helped her to fill up the observation checklist and took note because observer could not observe herself.

The researcher used four steps as follows:

1. Planning

In this stage, the researcher identified the problem of teaching and learning of writing narrative text in the class. The problem was the students have less motivation to learning writing and they had difficulties to put idea into their writing. Besides, the students were difficult to identify the generic structure of narrative text well, the changes into past participle form especially in irregular verbs and also they could not reach

score 75 as the standard minimum score (KKM-Kriteria Ketuntasan Minimum) of senior high school. Therefore, the researcher tried to solve the problem by applying SWELL technique. It is expected would give more change for the students to improve their writing narrative text ability.

Before going to teach, the first, the researcher made lesson plan which one lesson plan for each cycle. The second, the researcher prepared the material. For the first cycle she chose diary novel genre with topic "Holiday" (See appendix IV). First of all, she explained the procedures of doing SWELL technique. The teacher planned to explain about the technique. She would explain the procedure of the technique till the students clearly understood about it.

2. Acting

Before the researcher started the teaching learning process, the researcher introduced herself to the students. She did that to create good relationship between her and the students.

In the first action, the researcher used both Indonesian and English during teaching learning process. She used them to give explanation as clear as possible.

First of all, she then explained how to do SWELL technique. Next, the teacher explained the students about narrative text. She put the

students into pair based on their level of proficiency (See appendix III). She put the higher level students as the helper role on the right and the lower as the writer role on the left side each pair desk. This purpose is to make easy in controlling the students' progress and researching whether they did correctly or not. Here, the teacher was as the instruction holder from starting stage and continuing to another stage until finish. At the first meeting the teacher asked the students to write a diary novel based on their own experience.

Holiday in the Jakarta city Last holiday, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. Orientation We went to jakarta city by the train. Jakarta city was very interesting, but the atmosphere was too hot for me. A few day later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by taxi. Event 1 The zoo was very crowded. There were many traders. After bought the ticket, we went to see the animal in the zoo. First, I saw many pelican birds. They were very hungry, so the zoo keeper feed the bird. Then I saw many deer eaten Event 2 many hay. In the same cage I saw ostrich. It was very big. It cant flew but can ran very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose. Before went to home, we bought some drink and food. **Event 3** We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good too.

Then, included on the process of SWELL technique that is idea step, teacher gave materials of raising questions (See appendix V). Teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. Next step was drafting, here teacher asked helpers giving the hard word to the writers for improving to the best one. Then reading step, the teacher asked writers to read their own draft meanwhile the helpers listened and correctly for its fault. In this stage, several students did not read their writing too loud. So, the teacher always recall them to read and could not disturb other students.

The fourth step was editing, in this stage teacher asked the helpers and the writers to edit their draft from the error of content, organisation language use, spelling, punctuation and the use of capital letters. The problem appear while the students was confusion because of they did not bring dictionary and used handphone especially on "Google". Therefore, teacher asked students to borrow in the library at the time. Then best copying step, here teacher asked writer to rewrite the draft from the result of editing step. And the last step was teacher's evaluation (See appendix VII), its step would be done after the class and the result would be distributed on the next meeting. As closing, the teacher asked students' difficulties and gave some comment on the students' activities.

3. Observing

In this stage was including while the teacher of the class was implementing the SWELL technique to teach writing narrative text. The real English teacher acted as the observer and the researcher acted as the English teacher. The researcher not only as teacher but as the teacher observed the students activity, the materials, and the teacher activity during the teaching learning. And also observe students' response and their enthusiastic when teacher used SWELL technique.

The performance of the teacher was quite good with give clearly instruction but her voice was not loud enough. She needed more power to speak in front of class in order to make her voice to be heard especially for the students in the back. The researcher said that many students did not know about the purpose of reading step. Therefore the teacher must give more explanation about the process and function it.

4. Reflecting

From the explanation of observation above, the teacher and the researcher made some reflections. They were:

- 1. The teacher has to give more explanation about SWELL procedure especially on the reading step and the function it.
- 2. The teacher must explicit students to bring dictionary for the next meeting so that they can easily proofread in editing stage.

3. The teacher should raise the power of her voice while speaking in front of the class. In order that the students could heard to be clearly.

b. Second cycle

This cycle was conducted on January 6, 2017 and there were three students absence from 40 students. The time used was 2x45 minutes.

1. Planning

From the reflection of the previous cycle, the researcher prepared everything to be better in the second cycle. The teacher still used SWELL technique but the topic was about narrative text, the material was different with the previous. It was about the merchant and his donkey with genre adventure.

2. Acting

The first, the teacher gave warming up (See appendix IV) which she gave some card included word of past participle especially irregular verb and its' translation by dividing students into two group. Then each group must match the card word correctly. And the fastest group with the most number of words would be the winner. Next more explained the procedure of SWELL and asked students to analyze the generic structure of narrative text. After that, she distributed students' previous assignment and its evaluation then asked students to read and understand it. Thus, the

researcher reviewed about the previous cycle and asked whether the students had comment or not who knows about the assignment before or their difficulties.

In this cycle, the researcher used a series of picture (See appendix VI). The placement of student's level was the same, the helper on the right and the writer on the left side of each pair desk. Next on the idea step, teacher distributed a series of picture sheet about the merchant and his donkey to analyze and gave materials of raising questions. Teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. The researcher heard some students discussed and get quarrel in their mother tongue, in fact this technique recommended the students to be active in speaking english.

Next on the drafting step, here teacher asked helpers giving the hard word to the writers for copying to the best one. In this stage some students asked which option that should they use. Moreover, they did not know which option that they would choose whether option 1 where the helpers write it all or the helpers write hard word for writers or option 3 where the helpers write hard word in rough then the writer copy it or the fourth option where the helpers say how to spell hard words even, and the last option where the writers write it all. Then continue step was reading, the teacher asked the writers to read their own draft meanwhile the helpers

listened and correctly for its fault. The fourth step was editing, in this step teacher asked the helpers and the writers to edit their draft from the error of content, organisation language use, spelling, punctuation and the use of capital letters. Then best copying step, here teacher asked writer to rewrite the draft from the result of editing step. And the last step was teacher's evaluation (See appendix VII), its step would be done after the class and the result would be distributed on the next meeting. The teacher closed the class by asking the students' difficulties and giving conclusion of reviewing the generic structures and features of narrative text.

3. Observing

In this cycle, the students started to match better by finding out the suitable words or the correct past participle form in warming up activity. Then continue they were not only read their writing loudly but they also started to read and try to look for their error spelling, past participle or the generic structures of narrative text in editing step.

Addition that the researcher also found some students looked confuses to choose one of five options in drafting step. And the students still used their mother tongue when they did this technique.

4. Reflecting

From the explanation of observation above, the teacher and the researcher made some reflections. They were:

- The teacher has to decide one option for the whole students to avoid double dealing in drafting step.
- This technique could made students to decrease the use of their mother tongue. So the teacher must motivate the students to use English spoken. In the progress in speaking English just patient and do it slow but surely.
- 3. What about change the member of students' pairs? if it is impossible to do in this technique, just ignore it.

c. Third cycle

This cycle was conducted on January 12, 2017 and there were three students absence from 40 students. The time used was 2x45 minutes.

1. Planning

From the reflection of the previous cycle, the researcher prepared everything to be better in the third cycle. The teacher still used SWELL technique and the topic was same about narrative text, the material was different with the previous. It was about the golden cucumber with genre *Legend*.

Addition, the teacher would motivate the students to speak English. And then, the teacher would determine one option for all students in drafting step so students did not need to choose anymore. But there was no change the member of students' pair.

2. Acting

Firstly, the researcher distributed students' previous assignment and its evaluation to learn more. Then the researcher asked the students to analyze the narrative text and SWELL procedure. Like the previous meeting, the researcher put the students in pair based on their level of proficiency. She put the higher level students as the helper role on the right and the lower as the writer role on the left side each pair desk. This purpose is to make easy in controlling the students' progress and researching whether they did correctly or not. Here, the teacher was as the instruction holder from starting stage and continuing to another stage until finish. Firstly, the researcher gave warming up by giving game to students in group. The group will be the winner could give punishment for the lose group. This activity made only just for happiness and was not bored before the main activity.

In the idea step was same which teacher distributed a series of picture (See appendix VI) about *The Golden Cucumber* to analyze and she gave materials of raising questions (See appendix V). Teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. Next on the drafting step, here teacher asked

helpers giving the hard word to the writers for copying to the best one.

And also the researcher still heard several students used their mother tongue either in raising question or editing stage. The students more needed motivate to use english.

Then continue step was reading, the teacher asked the writers to read their own draft meanwhile the helpers listened and correctly for its fault. The fourth step was editing, in this step teacher asked the helpers and the writers to edit their draft from the error of content, organisation language use, spelling, punctuation and the use of capital letters. organisation language use, spelling, punctuation and the use of capital letters. Then best copying step, here teacher asked writer to rewrite the draft from the result of editing step. And the last step was teacher's evaluation (See appendix VII), its step was done on the next day because the score was increase more than passing minimum criteria. And for closing, the teacher asked a representative of score volunteer's pairs to read the final draft in front of the class.

3. Observing

In the last cycle, the students benefit from game that observer given in the warming up. And the process of reading step on SWELL technique work on all of students. In editing step all of pairs have correction him or herself on their writing but the observer still found students used their mother tongue.

4. Reflecting

From the explanation of observation above, the teacher and the researcher made some reflections. They were:

1. The teacher must always motivate the students to use English because several students still use their mother tongue.

2. The Result of Writing test

After the researcher analyzed the data using assessment rubric, the researcher presents and displays the result clearly of writing test on every cycle. Here students' progress in achieving minimum passing criteria (KKM). The results of writing test as follows:

Writing Score of Students

NO		NAME	CYCLE	CYCLE	CYCLE	RESULT
			1	2	3	
1	A.Y.V.		68	73	78	Successful
2	H.A.		68	73	-	Fail
3	D.K.P.		80	80	85	Successful
4	A.F.N.A.		70	73	78	Successful
5	A.M.		75	80	88	Successful
6	A.A.R.		83	85	88	Successful
7	D.S.T.		75	80	88	Successful
8	D.U.U.		78	78	85	Successful
9	D.C.A.		78	78	85	Successful
10	D.S.P.		78	80	83	Successful
11	D.M.A.A.		83	85	88	Successful
12	K.D.P.		73	78	83	Successful

14 M.A.	13	L.F.	78	_	85	Successful
15 N.R.K. 73 78 83 Successful 16 N.R.A. 80 83 85 Successful 17 R.S.P. 80 83 - Successful 18 R.A.B. 75 78 83 Successful 19 S.T.C. 80 83 85 Successful 20 S.M.P. 78 80 85 Successful 21 S.F.A.P. 78 80 85 Successful 21 S.F.A.P. 78 80 85 Successful 22 W.C.R.B. 70 73 - Fail 23 A.T.D.H. 78 - 85 Successful 24 A.L.R. 78 78 70 Fail 25 A.R.S. 73 80 83 Successful 26 A.A.P. 73 80 83 Successful 27 C.D.C. 78 75<						
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36 R.S.A. 75 85 80 Successful 37 R.N.F. 78 78 85 Successful 38 S.S.D.P. 78 - 83 Successful 39 T.P.A. 75 85 80 Successful 40 Y.H. 78 78 85 Successful TOTAL SCORE 3032 2894 3063	34	M.R.	68	70	83	Successful
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38 S.S.D.P. 78 - 83 Successful 39 T.P.A. 75 85 80 Successful 40 Y.H. 78 78 85 Successful TOTAL SCORE 3032 2894 3063	36	R.S.A.	75	85	80	Successful
39 T.P.A. 75 85 80 Successful 40 Y.H. 78 78 85 Successful TOTAL SCORE 3032 2894 3063	37	R.N.F.	78	78	85	Successful
40 Y.H. 78 78 85 Successful TOTAL SCORE 3032 2894 3063	38	S.S.D.P.	78	<i>A</i> -	83	Successful
TOTAL SCORE 3032 2894 3063	39	T.P.A.	75	85	80	Successful
	40	Y.H.	78	78	85	Successful
MEAN 75,8 72,35 76,58	TOTAL SCORE		3032	2894	3063	
	MEAN		75,8	72,35	76,58	

Based on the score that the researcher gets from the test, it shows that in the first cycle have completed indicator achievement of the mean score of students. Based on indicator achievement or criteria successful was 75. Although the mean score finished on 75, 8 but still many students got score

smaller than the minimum passing criteria. So, it should be continue to the second cycle until it got the goal of writing class.

From the result of the writing test in the second cycle, it showed that the mean score of the students' was decreasing 75, 8 to 72, 35. From 40 students still there were eight students or four pairs got score smaller than or equal of the minimum passing criteria and there are three students absent. Surely the mean score of the students was under indicator achievement. So, it should be continue to the third cycle needed in order to they were got the goal of writing class.

Based on the score that the researcher gets from the third cycle, it showed that the mean score of the students' was more increasing than equal of the students' mean score. From 72, 35 in the second cycle up to 76, 58 in the third cycle. And all students have increased their score greater than or equal of the minimum passing criteria except four students who in two pairs, because of their absence and their last score could not reach the minimum passing score. It could be concluded that the mean score could reach the indicator of achievement, moreover it was higher from the indicator of achievement. So, in this cycle the students got their goal and the cycle was end.

In a whole, a good progress through the implementation of SWELL technique to improve writing narrative text ability could be seen through the improvement made by individual score of students and the mean score.

B. Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher intended to concern the implementation of using SWELL technique to improve students' ability in writing narrative text. In this research, the researcher used classroom action research. Its purpose was to know whether there was improvement of students' ability in writing narrative text or not after being taught using SWELL technique.

In the meantime, the researcher presented the result of research and the analysis of the data was collected through three times of treatments. Three times of treatments were the teaching and learning processes and the assessment tests were conducted as implementation done. In the teaching and learning processes, the teacher was conducted in six steps namely: idea, drafting, reading, editing,, and best copying step. Here is the description of the result as following:

1. The Analysis of Cycle I

The first cycle was teaching and learning process and the assessment. In the teaching learning process of this cycle, SWELL technique was used as a strategy to teach students writing narrative text with the six steps technique. Then, the researcher gave the test for first cycle. After whole activities had finished, the researcher assessed the students' writing result.

From the result, researcher calculated the mean of the score students' reading result using the following formula:

$$X = 3032 : 40 = 75,8$$

From the result of the first cycle, there were 8 (20%) students got good mark, 32 (80%) students got fair mark. The average of students' score of this test in first cycle was 75,6 points. It has fill in criteria of success but 80% of the students got score under standard minimum score. And it could be concluded that first cycle was unsuccessful enough. In first cycle, the researcher analyzed that some students still had difficult to conduct the steps of SWELL technique of narrative text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students' narrative text. The researcher decided to conduct the next cycle and give better explanation, good instruction of SWELL technique repeatedly and clearly.

2. The Analysis of Cycle II

In this cycle, the teacher reviewed the previous lesson and gave the SWELL technique as an aid in teaching writing narrative text. In this cycle, students could improve their ability in conducting of each step in SWELL. Based on the observation, the majority of the students joined the class fervently. Almost activities in the cycle II could run well. It can be seen from their responses. (See appendix I) While the teacher was presenting the lesson, majority of the students were paying attention to the

teacher. Same as the previous meeting, the researcher gave the test. The theme of writing test in this cycle was "Adventure" with topic Merchant and the donkey. From the result of students' test, researcher calculated the mean of the score using the following formula:

$$X = 2894 : 40 = 72,35$$

From the result of the second cycle, there were 16 (40%) students got good mark, 24 (60%) students got fair mark. The average of students' score of this test in second cycle was 72,35 points. It was decreasing 2 points from the first cycle. But in the individual score of the students increasing and it could be concluded that first cycle was successful enough, it showed that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one with individual score. The average of students' test result of this cycle was 72,35 with the highest score was 85 and the lowest score was 70. The researcher concluded that the problems have been solving using SWELL technique for teaching English writing in narrative text and the teaching and learning process was effective to improve their writing skill. But the researcher decided to conduct the next cycle and decide one option for the whole students to avoid double dealing in drafting, and made students to decrease the use of their mother tongue.

3. The Analysis of Cycle III

In this cycle, the teacher reviewed again the previous lesson and gave the SWELL technique as an aid in teaching writing narrative text. In this cycle, students could improve their ability in conducting of each step in SWELL. Based on the observation, the majority of the students joined the class fervently and fun. All activities in the cycle III could run well. It can be seen from their responses. (See appendix I) While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. Same as the previous meeting, the researcher gave the test. But gave the different theme of writing test in this cycle was "Legend" with topic the golden cucumber. From the result of students' test, researcher calculated the mean of the score using the following formula:

$$X = 3063 : 40 = 76,58$$

From the result of the third cycle, there were 36 (90%) students got good mark, 4 (10%) students got fair mark. The average of students' score of this test in second cycle was 76,58 points. It was increasing 4 points from the second cycle. It could be concluded that second cycle was successful enough, it showed that there were improvements from cycle II to cycle III. The result of this cycle was also considered as implementation. It was better than the previous one with individual score. The average of students' test result of this cycle was 76,58 with the

highest score was 88 and the lowest score was 70. The researcher concluded that the problems have been solving using SWELL technique for teaching English writing in narrative text and the teaching and learning process was effective to improve their writing skill. Thus, by this result, the researcher found that the criterion of success 75% was passed.

4. The Analysis of the Whole Meeting

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from cycle I to cycle II and cycle III. The improvements of students' ability in writing narrative text can be seen in the chart 3.4 bellow.

Chart 3.4: Comparison the Results of Cycle I, Cycle II, and Cycle III



Based on chart 3.4, it was concluded that in the cycle I, all of the students have been doing the test, and the average result was 75,8. In this activity, some of the students were not ready to write and conducting. There were only 8 (20%) students could achieve score 80or more and the 32 (80%) could get under score 80.

In the cycle II, there were improvements from cycle I. But the average result was decrease into 72,35. There were 16 (40%) students who achieved score 80 and 24 (60%) students who did not achieve score 80.

In the cycle III, the average of students score result was 76,58. It meant that there were improvements from cycle II. It shows that there were significant improvements in students' achievement. There were 36 (90%) students who achieved score 80 or more and 4 (10%) students who achieved under score 75. Furthermore, the using of SWELL technique as a learning aid was helpful in the process of teaching and learning writing narrative text.

In the results of this research, the researcher found that there was significant difference on the students' ability that were taught by using SWELL technique and those taught before using SWELL technique. Those who were taught using SWELL technique was better than those who were taught before using SWELL technique. It meant that SWELL technique could help the students in improving in their skill in writing

narrative text. It could also help the teacher to improve the students' 'participation and interest in writing narrative text. Teaching writing using SWELL technique could stimulate the students in improving their writing narrative text. So, the students' achievement who were taught writing narrative text by using SWELL technique was better than who were taught writing narrative text before using SWELL technique for the a eleven

