

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.

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

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. 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

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.

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

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 80 or 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

