CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important subjects in Indonesia. As the curriculum stated, the main purpose of teaching English is to develop the student's four language skills: listening, speaking, reading and writing. Writing as one of those four language skills, plays very important role in the context of English teaching in Indonesia.

As a productive skill, writing is needed in our daily life. Kelly stated that writing is the important form of communication because it can be a solution when a spoken communication is not possible. Similarly, Haliday in Nunan also said that as the result of cultural changes, writing has developed in societies gradually as a communicative need that cannot be made by spoken language. It means that if we cannot communicate with other people directly in oral, we can write it and if we cannot reach them by phone, we can send them a letter or an e-mail.

Even right now, according to Carter, writing is also important for career and personal life because others will judge our thinking ability according to what we write and how we write it.³ Therefore, good writing skills are necessary to communicate

(http://www.rscc.cc.tn.us/OWL/Importance.html, Accessed on April 8 2010, 1999)

¹Judith, Kelly," The Importance of writing: Past, Present, and Futur"e,

² David, Nunan. Language Teaching Methodologhy: A Text Book for Teachers (London: Prentice Hall International (UK) Ltd, 1999), 84

³ Carol Carter, et.al., Keys to Effective Learning Third Edition (New Jersey: Pearson Education, Inc, 2002), 269

our knowledge and thought process clearly and effectively. For example, a well-written job application letter can make someone get job or be turned away.

Unfortunately, many students are not interested in writing because according to them, writing is difficult. It is in line with Bell and Burnaby's statement in Nunan that writing is a complex process that requires the writer to demonstrate the control of several variables - including the control of format, sentence structure, vocabulary, pronunciation, spelling and letter formation at once.⁴ No wonder that writing is the most difficult of all skills to master, not only for foreign language learners, but also for native speakers. Moreover Elbow and Bellanof stated that writing is hard because it requires two mental abilities that are different and usually conflict with each other; the ability to create several words and ideas and ability to criticize and discard them.⁵ Therefore, learning to write can easily leave students unmotivated. The problem might be caused by the teaching of writing in many senior high schools still uses monotonous and traditional. Yet, its condition was being worst by the fact that the way of teaching at SMA Hidayatut - Thullab Sampang was based on the text book only without any variation which can bring students be more active and motivated. Moreover, the students have difficulties in understanding the generic structures of recount text and the changing of past participle especially the irregular verbs. Hence, a teacher should be smart in choosing an appropriate strategy of teaching writing. It is

⁴ David, Nunan, Language Teaching Methodology: A Text Book for Teachers (London: Prentice Hall International (UK) Ltd, 1999), 16

⁵ Peter Elbow - Pat Bellanof, A Community of Writers: A Workshop Course in Writing. (New York: Mc. Graw - Hill, Inc, 1989),152

accordance with Harmer's statement, the teacher should be able to apply an effective and motivated in teaching and learning process.⁶

Thus, to overcome this problem the writer tried to teach writing by applying SWELL. It stands for Social – Interactive Language Learners. SWELL is a kind of collaborative writing. Generally, writing tends to be taught as an individual activity than collaborative one. Whereas, collaborative writing is very helpful because it can offer knowledge and skills that an individual writer may not posses. Nunan stated that, a collaborative work among students as a way of enhancing motivation and developing positive attitudes towards writing. And it also has several advantages. As Reid stated:

"Collaborative writing has much strength; firstly, in small group, the students can collaboratively gather information, generate and support opinions, and responds to ideas. Secondly, the process of sharing and discussing in small group can develop tolerance between individuals. Thirdly, it can build the self-confidence of the students when they present their writing in the class. Fourthly, collaborative activities unite and integrate all skills: conversation and discussion, comprehension of spoken and written text."

It means, through collaborative writing the students will have higher motivation in writing because they feel be helped by the presence of their partner. Furthermore, it was not only be able to create their confidence in sharing ideas comfortably without ignoring to appreciate other's opinion, but also it can let them

⁶ H, Douglas, Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition (San Francisco: Addison – Wesley Longman, 2001), 326

⁷ David Nunan, Language Teaching Methodology: A Text Book for Teachers. London: Prentice Hall International (UK) Ltd, 1999), 77

⁸ Joy, M, Reid, Teaching ESL Writing (New Jersey: Prentice Hall, 1993), 154

share orally through such conversation. Thus, it would build students' discussion through oral and written activity.

In SWELL method students are divided into smaller groups, where students are paired up. Lubis stated that, if the class is a large one, it is a good way to give students opportunities to work in small group. 9 Its condition was suitable with the big number of the students' first class of SMA Hidayatut - Thullab which were 30 students whose English ability was not good. It is in line with Freisberg and Driscoll statement, when students participate in small group there is a personal quality to their works because others are aware of their efforts, their success and even their struggle. 10 It means that through smaller group work, students can be more active and pay attention to the process of their work and also their learning outcome. Besides, the application of group work in learning activity can gradually increase students' achievement in learning process because it deals with independent activity of the students rather than individual one or teacher's domination. In the same manner as stated by Chaudron that, in small group work there was significantly greater number of students' pedagogical moves, social skills behavior, rhetorical acts in group work than in a teacher fronted. 11

Besides, in SWELL, students are paired up to work collaboratively based on their different levels of English proficiency so that a more proficient student could be

⁹ Lubis, Yusnaini, Developing Communicative Proficiency in English Foreign Language (EFL) (Jakarta: Depdikbud, 1988), 55

¹⁰ H Jerome Freisberg, - Amy Driscoll, *Universal Teaching Strategies* (Ally and Bacon, 1992), 270 ¹¹ Craig, Chaudron, *Second Language Classroom: Research on Teaching and Learning* (New York: Cambridge University Press, 1988), 92

a tutor for a less proficient student.¹² That is why, through its students' classification, hopefully it could help the less proficient student to write. During the SWELL process in writing class, each pair consists of students with the higher English level proficiency were assigned the role of helper with students of the lower English level proficiency who are assigned the role of writer. Moreover, these students' levels of English proficiency writer got from the teacher based on his monitoring since the daily teaching learning process, marks of students' exercises and also from the result of mid-term scores. As Krashen said, the criterion for grouping is based on teacher observation of specific instructional values.¹³

Then they work collaboratively to write a recount text. They have to follow carefully the suggested steps by teacher. They are generating idea, drafting, editing, best copying and evaluating by the teacher. Thus, the role of teacher here is as facilitator – preparing students how to conduct SWELL – monitor, feedback provider and also motivator. As Lightbown and Spada stated that, teacher might create conducive classroom situation where the students enjoy the learning, get motivation and get feeling of being non-threatened.¹⁴

Here are some researches related to this study. They are the research that had similar techniques but different focus of text and the other had different technique but

¹² Adeline, Teo, SWELL: A Writing Method to Help English Language Learners. English Teaching Forum, (http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf, Accesseed on April 9, 2010), 21

Adrienne, L, Herrell & Michae, I Jordan, Fifty Strategies for Teaching English Language Learners Third Edition (Colombus: Merril Prentice Hall, 2008), 62

¹⁴ Patsy, M, Lightbown, - Nina, Spada,. *How Languages Are Learned* (Oxford: Oxford University Press, 2001), 83

similar focus of text. Firstly, Nur Ainani fitria had proved the implementation of SWELL in teaching writing narrative text, she found that SWELL was the other way to improve students' writing ability in content, organization, vocabulary, language use and mechanic. Moreover, she added that SWELL could be implemented to another text in order that students could asses their writing independently, improve their writing ability and language proficiency in pair work. The next research was done by Sophia Vigorousana who implemented web log as a way to teach recount text to improve students' writing ability. The first researcher used classroom action research(CAR). And based on her research, students could improve their writing ability in narrative text. Students' score more increased in each cycle. Meanwhile, Sophia Vigorousana used experimental research that belongs to quantitative research and emphasized on numbers, measurement, experiments and numerical relationship and description. Where there is a class got the treatment of using web log and one more class did not get the treatment. Based on her study she concluded that there was a significant difference in writing ability of recount text between students who were taught by web log and those who were not.

Based on the description of SWELL and recount text above. The researcher chose SWELL technique to teach writing because this technique makes the students become more confident, active and independent in the writing class. In SWELL, the students write collaboratively in pairs that consist of the higher and the lower student, this kind of pairing hopefully a more proficient student could be a tutor a less one. Through the application of SWELL, the researcher expects that students to be able to

transfer their ideas easily, get motivated, get activated, can avoid the boredom of the traditional teaching system, besides this technique is expected lead the students to write better.

Those were the reasons why the researcher used SWELL technique to be implemented in writing class of senior high school. It was expected to help the student of senior high school to be more enthusiastic in learning writing. Here, the researcher wishes having a collaborative action research to apply the SWELL technique to improve students' writing ability, because this school never implemented this technique before. And this research was conducted at SMA Hidayatut-Thullab.

B. Research Questions

Based on the background of the study above, the problem of the study are as follow:

- 1. How can SWELL be implemented in teaching writing recount text?
- 2. How are the students' responses after the implementation of SWELL in teaching writing recount text?
- 3. How the atmosphere of the classroom is after SWELL be implemented?

C. Objectives of the Study

Related to the statements of the problems above, so the objectives of the study are as follow:

1. To describe the implementation of SWELL in teaching writing recount text.

- 2. To describe the students' responses after SWELL be implemented.
- 3. To describe the atmosphere of the class after SWELL be implemented.

D. Significance of the Study

The researcher expects SWELL (Social-Interactive Writing for English Language Learners) technique can contribute for the professional development of English teacher, the improvement of students' achievement, and other researchers.

1. For the English teacher

The result of this research hopefully can give advantages for the English teacher. They can use SWELL technique as an alternative way to teach English especially writing and to improve students writing ability.

2. For the students

The result of this research hoped to be able to engage the students are better in writing classes and improve their achievement especially in writing.

3. For other researchers

The result of this research can give references to the next researches to conduct further research in which focus on other kinds of teaching writing writing text using SWELL (Social-Interactive Writing for English Language Learners). Then, it can give information for them to conduct further research which focus on other kinds of teaching writing relates to the SWELL

technique by measuring students writing ability also achievement though SWELL technique in collaborative action research.

E. Scope and Limitation

In this study, the writer limits the problem on determining using SWELL (Social-Interactive Writing for English Language Learners) to teach writing recount text. The subjects of this study are the tenth grade students of SMA Hidayatut-Thullab Sampang. The study focuses in answering three questions: the implementation of SWELL (Social-Interactive Writing for English Language Learners) technique, the students' responses after SWELL is implemented teaching recount text ability, and the students' progress in writing ability after SWELL is implemented.

F. Definition of Key Terms

In order to make clear about the definition of the terms and to avoid misunderstanding and misinterpretation, the terms are defined as follow:

1. SWELL : Stands for Social-Interactive Language Learners.

It is a writing technique that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of

proficiency are different. So that a more proficient student could be a tutor a less proficient student. ¹⁵

In this study SWELL technique would be applied in four cycles. The students paired up based on their levels' proficiency to write recount text collaboratively.

- 2. Writing
- : It is a series of activities that express thoughts in in written form. Hopefully, the students' writing skill could be better through the implementation of this technique.
- 3. Recount text

: It is a type of text that is related with personal experiences that usually in the past tense form. Its type is used in some different theme in each meeting.

¹⁵ Adeline, Teo, SWELL: A Writing Method to Help English Language Learners. English Teaching Forum, (http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf, Accesseed on April 9, 2010), 20