CHAPTER II

REVIEW OF RELATED LITERATURE

A. WRITING

In this section, the researcher will discuss about the nature of writing, the nature ability of writing, the importance of writing, and the teaching of writing.

1. The Nature of Writing

Reid stated that writing is essentially begun of the students writing experience from a formal school setting and informal "real life" situation. It means writing is firstly learned by someone through academic learning then it will be continuing to the important part of human life for a job. According to Nunan writing process includes inventing ideas, thinking about how to express them, and organizing them into paragraphs as clear as possible. Hence, the ideas should be organized and arranged into an understandable and acceptable language because the reader can not totally be ignored. Meanwhile, writing is different from speaking. In speaking, feedback and responses about the speech can be accepted directly because the listener can ask to the speaker whether he doesn't understand, so misunderstanding about the speech can be decreased. On the other hand, writing is not like normal speech situation in which listeners can tell the speaker if they do not understand

Joy, M, Reid, Teaching ESL Writing (New Jersey: Prentice Hall, 1993), 217

²David, Nunan, Language Teaching Methodology: A Text Book for Teacher (London: Prentice Hall International (UK) Ltd, 1999), 88

and they can use tone of voice or body language to help the speaker explain some point. It is in line with Brereton statement that in writing is related with the fact that writing is often decontextualized - the writers are distant in time and place from the readers in communicating the messages.³ Thus, in a writing must be written as clear as possible to avoid reader's misunderstanding.

2. The Nature of writing ability

Langan stated the nature of writing ability divided into:4

1. Writing as a Skill

Writing as a skill, means that, it can be learned by each person. When someone wants to create a good writing he must do exercise continuously. As Langan states that, writing is a skill likes driving, cooking, typing, and like any skill, it can be learned.⁵

2. Writing as a Process of Discovery

Many people falsely believe that writing is "a natural gift" then they thinks that writing is should be simple, it is in the straight line from the writer's head onto the written page. Yet, in reality writing is a rather complicated activity, like one step of journey that finished on a paper comes out of draft. Langan states that, writing is a process of discovery involving a series of steps and those steps are very often a zigzag journey. The following illustrate the writing process:

³ John, C, Brereton, A Plan for Writing Second Edition (Canada: CBS College Publishing, 1982), 2

⁴ John, Langan, Collage Writing Skill with Reading Fifth Edition (New York: Mc Grow Hill, 2000), 12

The Seldom Case

Starting point Finished paper

This illustration shows that writing is easier for someone who is expert in writing like for a writer or author. It describes the process of writing for high level persons. They could explore their thinking in written form. They know the suitable strategies to write then produce a great writing.

The Usual Case

Starting point — ^^^^^^ Finished paper

This illustration describes that writing needs some processes and practices every time especially for beginner level such as; students or common people. They can write well if they learn how to make a good writing. Thus, they should learn the process of writing in details first and have some knowledge of an English text such: the generic structures, the generic features and so on.

It is in line with Rivers and Temperly's statement that, practice has a big role in writing.⁶ It means, if the students want to make a good writing, they should do a lot of training. To get the outstanding ideas, they should read a lot of books, magazines, newspaper, etc. It deals with Carter's statement that, through reading the writer can learn new words and expression as they are guided to find new ideas.⁷ Thus, the more

⁶ Wilga, M, Rivers – Mary, S, Temperly, A Practical Guide to the Teaching of English as A Second or Foreign Language (New York: Oxford University Press, 1978), 297

⁷ Carol, Carter, - Joyce, Bishop, - Sarah, Lyman, Kravitas, Keys to Effective Learning Third Edition (New Jersey: Pearson Education, Inc, 2002), 247

the students read the more they easily generate idea and write. Then, they will see that what they write and how they write are as unique as they are.

3. The Importance of Writing

Writing is very important in language learning. Writing is a productive activity by which one can develop his/her ideas to others in a written form. We can not imagine if there is no one who writes how the will language learning runs. There will be no reading texts, no books and no other written products to be read or learned. As we know one of the characteristics of written language is permanent and distant. It means that what someone writes will be permanent as we can see it again and again. Moreover, the messages can be sent across either in physical or temporal distance. We can take an advantage of writing product so many years ago and by one who is far away from us.

Furthermore, academically learning writing in English subject is very important for the students. Based 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". It means that, students of senior high school should be able to communicate in oral or written form. Writing is a part of written form, so the students should have the competency to write.

⁸ H, Douglas, Brown, *Teaching by principle: An interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall, 1994), P.50

⁹Kurikulum, Depdiknas, Standar Kompetensi Mata Pelajaran Bahasa Inggris Untuk Sekolah Menengah Atas dan Madrasah Aliyah, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2004), 3

4. The Process of Writing

Writing is a process. When someone conducting writing, they do several steps started from their willingness to write until his writing is ready to be read by the others. If we want our writing is readable and understandable, we need some of stages.

According to Oshima there are four main stages in the writing process: prewriting, planning, writing and revising draft, and writing the final copy. 10

1. Prewriting

Prewriting is the first step in producing a piece of writing, and it will also help someone to establish his train of thought and to prepare continuing with the other steps in writing process. During this stage, students plan and organizational stage consist of a series decision about why to write, what to write about which aspects of the topic to focus on, where the audience will be and which approach to take.

Oshima and Hogue say "write about the topic or something that you are interested in". 11 Then the teacher asks their students to compose their writing and specify the title into details. In conclusion, before the students start to write, they must decide the topic or ideas.

¹⁰ Alice Oshima and Ann Hogue, Writing Academic English 3rd Edition (New York: Addison Wesley Longman, 1999), 3

¹¹Alice Oshima and Ann Hogue, Writing Academic....3

2. Planning (outlining)

After getting the idea to write, students have to plan to organize it well. They can create the outline that contains some consideration about purpose, audience, point of view, and format. Harmer states that writers have to think about three main issues. The first is the purpose of writing; it includes the type of text, the language they use, and the information. Second, the audience they are writing for. It includes the shape of writing and the choice of topic. Third, the content structure of the piece that is best to sequence the fact, ideas or arguments which they have decided to include. In conclusion, the writer should make outline in order to be able to arrange and focus their ideas based on the topic. The basic function of outlining is to understand the important how to organize topic into good paragraph.

3. Writing/revising drafts

Revising means the writer revise or change what they have written. There are three stages to the revising process:¹³

a. Writing the first rough draft

The first version of a piece of writing has the same meaning as rough draft. The writers are able to write exactly what they want to say and how they want to say it the first time. In fact, most writers make many changes before they finish writing. It means that the first version of a

¹² Jeremy Harmer, How to Teach Writing (England: Pearson Education Ltd, 2004), 4

¹³ Alice Oshima and Ann Hogue, Writing Academic English 3rd Edition (New York: Addison Wesley Longman, 1999), 10

piece of writing is not perfect. Oshima and Hogue states it is known that no piece of writing ever perfect the first time. ¹⁴ It means that the students make the first draft without any revising and editing.

b. Revising content and organization

After producing the finish draft, writers need to reread their writing to determine if they have included sufficient and appropriate detail to support ideas. Also they need to check the order in which they express their ideas to be certain that the relationship of the ideas is clear and easy to understand. The teacher and peer corection take the important role in this time.

c. Proofreading

Proofreading or editing is the last step in the writing process, so it should be easiest. Proofreading is the final step in which you make sure your paper is grammatically correct and free of error. In proofreading, students give attention to language use such as tense, pronoun, article and etc. beside that students also give attention to mechanic such as spelling, punctuation, handwriting, and it may also make minor stylistic changes.

¹⁴ Alice Oshima and Alice Hogue, Writing Academic English 3 rd Edition (New York: Addison Wesley Longman, 1999), 10

4. Writing a final copy

After writers have edited their drafts that they consider being necessary, they produce their final version. The final version is the best writing that should be taken into score. This represents the whole idea of their writing that is complete and perfect.

The other experts also have the same idea about writing process. According to Hogue states that writing is a process of creating, organizing, writing and polishing.¹⁵ This proves that writing has to follow several steps before it considers being final drafts. In the end, the writers get their best final draft.

¹⁵ Ann Hogue. The Essential of English: A Writers' Handbook, (New York: Pearson Education, Inc, 2003), 255

6. Measurement of Writing Text

Table 1.1

Figures Jacob's scoring profile 16

ESL COMPOSITION PROFILE			
Student		Date Topic	
Score	Level	Criteria	
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable • sbstantive •	
		Through development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate ran-	
		ge. Limited development of thesis . mostly relevant to topic, but lack detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • Inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-	
		Substansive • non-pertinent • OR not enough to evaluate	
Organization	20-18	EXCELLENT TO VERY GOOD : fluent expression • ideas	
		Clearly stated/supported . succinct • well-organized • logical	
		Sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but	
		Main ideas stand out . limited support • logical but incomplete Sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • Lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR Not enough to evaluate	
Vocabulary	20-18	EXCELLENT TO VERY GOOD : sophisticated range • effective	

¹⁶ Arthur, Hughes, Testing for Language Teachers Second Edition. (UK: Cambridge University, 2003), 104

		
	17-14	Word idiom and usage • word form mastery • appropriate register GOOD TO AVERAGE: adequate range. occasional errors of word/ Idiom form, choice and usage but meaning not obscured
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form,
		Choice and usage • meaning not obscured
	9-7	VERY POOR: essentially translation • little knowledge of English
		Vocabulary, idioms, words form • OR not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD : effective complex construction • Few errors of agreement,tense,number,word order/function,articles, Prepositions
	21-18	GOOD TO AVERAGE: effective but simple instructions • minor
		Problems in complexconstructions • several errors of agreement, tense, Numberword order, function, articles, pronouns, preposition, but <i>meaning Seldom obscured</i>
	17-14	FAIR TO POOR: major problems in simple/complex constructions. frequent errors of negation, agreement, tense, number, word order/function,
		articles, pronouns, prepositions and fragments, run-on, deletions • meaning confused or obscured
Mechanics	5	EXCELLENT TO VERY GOOD : demonstrate mastery conventions •
	4	Few errors of spelling, punctuation, capitalization, paragraphing GOOD TO AVERAGE: occasional of errors and spelling punctuation, Capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent error of spelling, punctuation, capitalization,
		Paragraphing • poor hand writing • meaning confused or obscured
	2	VERY POOR : no mastery of conventions • dominated by errors of
		Spelling,punctuation,capitalization,paragraphing.hand writing illegible. OR not enough to evaluate
TOTAL SCOR	E	

B. RECOUNT TEXT

1. Writing Recount Text

Before starting writing, a writer should ask him self "What is the purpose of this writing?" Tell an orientation, chronological order and reorientation or not. The more significant question is "Who is the potential reader?" As Abbot stated, this will make the writing full of communicative purpose.¹⁷

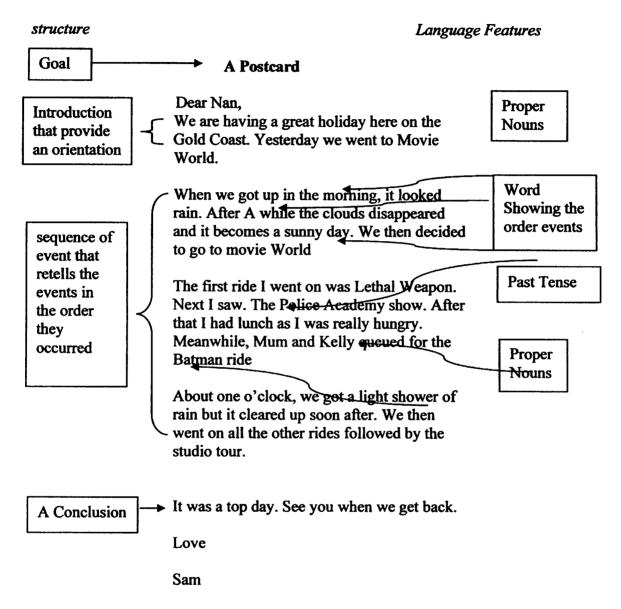
A recount is a piece text that retell past event, usually in the order which they occurred. Its purposes are to provide the audience with a description of what occurred and when it occurred as stated by Anderson¹⁸. In general, the purpose of writing recount is to inform or to entertain the event that happened by using chronological order. They retell a past event. The recount generally begins with an orientation, giving the reader or listener background information needed to understand the text. (E.g. who was involved, where it happened, when it happened). Then, the recount unfolds with a series of events, ordered in chronological sequence. At various stages there maybe some personal comments, on the incident (e.g. we had a wonderful time).

- a) Orientation-sets the recount in time and place.
- Series of events-arranged in temporary sequence, often expressed in terms of cause and effect.

¹⁷Gerry Abbot, et. al., *The Teaching of English as an International Language to Practical guide* (Great Britain: William Collins Sons co.Ltd, 1981), 141

¹⁸ Mark, Anderson - Kathy, Anderson, Text Types in English 3 (Australia:Mcmillan, 1998), 24

Here, the model of recount text:



2. Generic Structures

Anderson divides the generic structures of recount text into three sections. First section is introductory paragraph that tells who, what, where and when. The next

section is a sequence of events in the order which they occurred. The last section is a conclusion 19.

3. Language Features

Language feature of recount text include the following grammatical features:

- a. Proper nouns to identify those involved in the past.
- b. Descriptive words to give details about who, what, when, where and how.
- c. The use of the past tense to retell the events.
- d. Word that show the order of the events (e.g. first, next, then)

There are some significant lexico-grammatical features in writing recount:

- 1) Focus in specific participant
- 2) Use of material process (action)
- 3) Circumstances of time and places
- 4) Use of past tense
- 5) Focus on temporal sequence

There are some kinds of recount text:

1. General Recount

- a. Specific participants (Mr. Tacky, our dog, the shopkeeper)
- b. The use of simple past tense (She smiled, it barked, he pointed)
- c. The use of action verb [material processed] (when, climbed, etc)

¹⁹ Mark, Anderson, - Kathy, Anderson, Text Types in English 3 (Australia:Mcmillan, 1998), 28

- d. The use of linking items to do with time (on Wednesday, then, at the same time, next, later, before).
- e. Detail irrelevant to the purpose of the text should be avoided.

2. Personal Recount

- a. The use of first person pronouns (I, me)
- b. Personal responses to the events can be included, particularly at the end.
- c. Details are often chosen to add interest or humor.

3. Factual recount

- a. The use of third person pronouns (he, she, it).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d. Mention a personal feeling is probably not appropriate.
- e. Details of time: plc end manner may need to be precisely stated.
- f. Descriptive detail may also be required to provide precise information (e.g. a man with a red shirt, brown shoes, and long hair, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (e.g. the beaker was filled write water).
- h. It may be appropriate to include explanation and justifications.

4. Imaginative Recount

- a. Usually written in the first person.
- b. It may be appropriate to include personal reaction.

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

1. The Introduction of SWELL

SWELL which stands for Social-Interactive Writing for English Language Learners is firstly introduced by Adeline Teo, a professor at Chung San 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.²⁰

Formerly, Teo adapted the theory of Topping namely Paired Writing Method that is a kind of peer-assisted writing. He used Topping's theory at his ESL class, then reformulated it to be SWELL with the similar stages and added some revisions. Seemingly, after Teo implemented SWELL in his class he got a great result of students' development in writing task.

SWELL method consists of several steps they are: generating idea, drafting, reading aloud, editing, best copying and teacher's evaluating. Besides, students are firstly divided into pairs based on their English level proficiency. Each pair consists of the higher and lowers level students who play the role as the helper

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²⁰ 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,2007 Accessed on April 9, 2010),18

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and writer to work collaboratively. Hopefully, the more proficient student could

be tutor for less proficient student. It is supported by Harmer that, working in pair

should have mixture of weaker and stronger students in which the more able

students not only can help their less knowledgeable colleagues, but also can

understand more about language. 21 Hence, the selection of membership in a

group or pair influences productivity.

2. The Procedure of SWELL

According to Teo, SWELL (Social-Interactive Writing for English Language

Learners) consists of several steps that should be practiced subsequently, as

following:

Step 1: IDEAS

Step 2: DRAFT

Step 3: READ

Step 4: EDIT

Step 5: BEST COPY

STEP 6: TEACHER'S EVALUATION

In applying SWELL (Social-Interactive Writing for English Language

Learners), first of all the teacher has to pair up the students based on their English

proficiency levels. The student who is at higher writing level will play the role of a

Helper and the student who is at lower writing level as a Writer. During the writing

²¹ Jeremy Harmer, The Practice of English Language Teaching Fourth Edition (Cambridge: Pearson-Longman, 2007), 330

process, they have to write collaboratively and follow the suggested steps given by the teachers. The explanation of each steps are presented bellow:

The first step is generating idea. In this step, student who is as the writer ask the helper list of questions provided by teacher as a way of stimulating ideas based on student's experience. It s in line with Raimes's statement, the type of controlled composition that uses a question and answer format allows students a little more freedom in structuring sentences. ²² In addition, in the question and answer strategy, the students are engaged to give responses to the list of questions thus students are exposed to the target language as if it were used in natural setting and it can ensure that many learners will be more successful. ²³ Those lists of questions are in W-H questions. Afterwards, student who plays the role as helper directly answer while take notes. Afterward, both of them read the notes then discuss it to make sure that their ideas are in proper place. It is done to know whether they need to change their ideas or not.

The second step is drafting. In this step, teacher will give and explain one of the following jobs of the students.

Option 1 Helper writes it all and then the writer copies it all.

Option 2 Helper writes hard words for the writer.

Option 3 Helper writes hard words in rough and then the writer copies in.

Option 4 Helper says how to spell hard words.

²² Ann, Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), 85

²³Patsy, M, Lightbown – Nina, Spada, *How Languages are learned* (Oxford: Oxford University Press, 2001), 86

Option 5 Writer writes it all.

The teacher should choose the appropriate option for pair based on his/her understanding of the students' writing levels. It is useful to make students focus on the writing task without worrying whether they choose the appropriate option. Then, by using the reorganized idea notes, the writer begins writing, but he/she does not have to worry much about the spelling. He/she should emphasize more on allowing ideas to flow.

The third is reading in which the writer read loudly the draft then the helper provides some correction support if there is a fault. According to Jordan & Herrel, Read-aloud is a strategy that valuable for English language learners because it can incorporates between the modeling fluent of expressive reading the text and technique for clarifying vocabulary, also periodic checking for understanding.²⁴

The fourth step is editing. In this step, the helper and writer look at the draft together and consider what improvements might be made. They inspect the draft more than once, checking the following four SWELL editing criteria; meaning (content), order (organization), style (language use and vocabulary), and mechanics (spelling, punctuation, and the use of capital letters). While editing, they consider the following questions. Luckily, in this step students are allowed to use dictionary.²⁵ The activity is accordance with Sherman statement in editing stage; writer should look for

²⁴ Adrienne, L, Herrel, Fifty Strategies for Teaching English Language Learner Third Editio. (Colombus: Merril Prentice Hall, 2008), 209

²⁵ 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. Accessed on April 9, 2010), 22

matters of format, company, style and grammar.²⁶ Moreover, editing involves members indicating their comments about and enhancements for the text. These comments and suggestions will be used to revise the existing text.

- 1. Does the helper understand what writer wants to say? (meaning)
- 2. Does the writing have a clear beginning, middle, and end? (order)
- 3. Are the words and sentences correct? (style)
- 4. Are the words spelled correctly? (spelling)
- 5. Are the punctuation and the use of capital letters correct and in the right place? (Punctuation and use of capital letters).

With those questions, the helper marks missing areas and suggests other changes.

Then, the writer revises the draft and checks its spelling by using dictionaries.

The fifth step is best copying. In this step, the writer rewrites the best version of the draft through copying the result of editing step. As Sherman stated, rewriting is an activity to check all of the written result and usually use certain method, for example the method for "cut and paste".²⁷

The sixth step is evaluating by the teacher. In this final step, based on the result of writing assignment that students turn in, the teacher provides explicit instruction in writing and grammar or provides other corrective feedback. Then, review the comments together. In this last step, teacher's intervention is provided as one way to increase interaction with students in a crucial stage of writing task

²⁶ Theodore, A, Sherman, *Modern Technical Writing* (America: Prentice Hall, 1983), 17

²⁷ Theodore A Sherman, Modern Technical..... 16

process. It is in line with Lew's statement in Teo, it is dangerous to allow students to learn writing without close supervision of teachers.²⁸ It is pointing out that the corrective feedback of students is not complete yet without teacher's feedback. As Susser's statement in Teo, an essential component in writing is timely intervention by the teacher, so that students can generate ideas for better content or correct grammatical during the writing process.²⁹ Thus, the function of this step is to avoid students' error at the final draft. So students can consider their errors and they can be more careful on the next task.

3. The Effectiveness of Using SWELL in Writing Teaching Learning Process

Knowing that each step of SWELL is supported by several advantages as explained on the previous point. It can be considered that SWELL steps are dealing with a shared thinking and idea, also a social interactive learning with much conversation in the whole steps. As Teo stated in SWELL is allowed for students to use their mother tongue for oral discussion.³⁰ Moreover, Spring said that:

"The acts of collaborative writing include: establishing the goal, identifying writing tasks then dividing tasks among group members, tracking individual idea generation, defining rules of document, managing conflict, identifying the roles of member and communicating ideas. Therefore, collaborative writing requires effective communication between members of the writing group".31

²⁸Adeline, 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,2007 Accessed on April 9, 2010), 20
²⁹ Theodore, A, Sherman, *Modern Technical Writing* (America: Prentice Hall, 1983), 19

³⁰ 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,2007 Accessed on April 9, 2010), 22

³¹ Michael, Spring, EST Journal: Collaborative Writing (http://www.sit.pitt.edu/spring/cas/node31.html 1997Accessed on September 17, 2010)

In this way, students will not only be comfortable by using their native language to work together or exchange information, but will also feel that their native language is respected in their classroom.

Besides, in this method the members of pair they are; the helper and the writer, have the same right to arrange the writing collaboratively. Furthermore, in a true collaborative environment, each contributor has an almost equal power to add, edit and remove the text.³²

Hence, in order to collaborate effectively, individuals must offer ideas and experiences, and be willing to accept consensus and identity of group. These enable the knowledge and expertise of the group to transcend that of any single collaborator.³³ Thus, this is type of ideal collaboration requires hard work especially in terms of overcoming conflict and coordinating activities in order to come to a shared understanding. Therefore, collaborative writing helps the members to get know and respect each other and they learn each others' strengths and weaknesses.³⁴ So, they feel more comfortable with each other in work as a team that led to successful team work.

4. The Previous Study

In conducting this study entitled "The use of SWELL in teaching recount text at SMA Hidayatut-Thullab Sampang", that researcher relates this

³² http://www.en.wikipedia.org/wiki/collaborative writing.html Accessed on September 17, 2010

³³ Michael, Spring EST Journal: Collaborative Writing (http://www.sit.pitt.edu/spring/cas/node31.html.Rertieved 1997Accesed on September 17, 2010)

http://www.allfreessays/collaborative-individual-writing/23243.html Retieved on 17 September 2010

study to two previous researches. Firstly, she relate it that the research was done by Nur Ainaini Fitria who conducted a study "The implementation of SWELL in teaching writing narrative text to improve students' writing ability to eight grader of MTsN Model Trenggalek". She used classroom action research (CAR). Thus in this study she acted as a teacher and also as the observer. She just described the implementation of SWELL in the classroom, and students' improvement in the use of SWELL. Nur ainaini fitria used questionnaire, observation checklist, and test to gain the data. Finally, she found the result that the application can influence students' writing improvement. She also concluded that SWELL could improve the students' writing ability to write narrative text in term of content, organization, and grammar.

Secondly, the researcher relates the study that was done by Sophia Vigorousana who conducted a study "The use of WEB LOG for teaching recount text to improve the tenth grade to improve the tenth grade students writing ability in SMA Negeri Mojoagung". In this study she used web log as media for students' writing task that provides comment. Furthermore, she used web log in writing classroom as online diaries where students write about their own experiences or share their ideas related to the topic in recount text. She used experimental research to investigate the significant difference in writing ability between the students who were taught by using web log and who were not taught by using web log. Sophia Vigorousana used statistical

analystsis by using t-test to gain the data. Finally, she found that there was significant difference in the writing ability between the students who were taught by using web log and who were not. She concluded that there were some improvement aspects which have the significant improvement but not for who did not have it.

From the previous study, it can be concluded that the first study of Nur Ainaini Fitira had the same technique but different in focus of the text and research design. Meanwhile, in the second study there were a different technique with the researcher's own and research design but it had the same in kind of text. Lastly, in her own study the writer used classroom action research as a research design. Because of this kind of study has been never implemented before. She focused on the implementation of SWELL technique in the class, students' response, and students' improvement in writing. The researcher used observation checklist, field note, questionnaire, observational sheet and Jacob's scoring profile to gain the data. It was concerned with the students' writing ability focused on language use, mechanic and so on. And she used recount text as a material.