









In the idea step, teacher distributed materials of raising questions (See Appendix VI). Teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. The second step was drafting, here teacher asked helpers giving the rough draft to the writers for improving to the best one. The next step was reading, the teacher asked writers to read their own draft meanwhile the helpers listened and looked for its fault. In this stage, several students read their writing too loud and it could disturb other students. So, the teacher ask them to read by filtering whether they listened or found any mistakes. 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. Unluckily, some students did not bring dictionary, thus they had difficulties in proofreading their writing. Then, the teacher asked students to borrow their friends who bring it at the time. Next was 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 (Appendix VIII), its step would be done after the class and the result would be distributed on the next meeting. As a closing, the teacher asked students' difficulties and gave some comments on the students' activities.





lowercase letter in correct use. And the fastest group with the most number of words would be the winner. Then explained the procedure of SWELL and asked students to analyse the generic of recount text. Afterthat, she distributed students' previous assignment and its evaluation then asked students to read and understand it. The researcher reviewed about the previous cycle. She asked whether the students had difficulties or not. She also exchange students assignment randomly for replying postcard task.

In this cycle, the researcher used key words (See Appendix VII). The stages in every cycle were the same. She 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 (See Appendix IV) on the left side of each pair desk. Its aim 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. In the idea step, teacher distributed key words sheet about replying a postcard (See Appendix VII) to analyse and she gave materials of raising questions. Teacher asked the writers to ask those list of questions (See Appendix VI) the helpers to answer then they must take a note from it. The reseacher heard some students discussed in their mother tongue, in fact this technique recommanded the students to be



active in speaking English. The second step was drafting, here teacher asked helpers giving the rough draft to the writers for copying to the best one. In drafting 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 words for writer or option 3 where the helpers write hard words in rough then the writer copy it or the fourth option where the helpers say how to spell hard words even, the last option where the writers write it all. The next step was reading, the teacher asked the writers to read their own draft meanwhile the helpers listened and looked 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. Next was 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 VIII), 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 recount text.





researching whether they did correctly or not. Here, teacher was as the instruction holder from starting stage and continuing to another stage until finish.

At that day, there was a student who wants to change his pair member. Then, the teacher explained the changes of pairs were impossible as the procedures of this technique determined that the member of pair would be the same until the end of meeting. Firstly, she gave a warming up by Teacher divides students into two groups. Teacher asks the candidate of each group coming forward to arrange sentences in good chronological order from the beginning to the end and match with its picture series given only in 15 seconds. The fastest and the most correct group will be the winner.

In the idea step, teacher distributed picture series about *A Surprised Birthday* or *A Bad Day* (See Appendix VII) to analyze and she 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 second step was drafting, here teacher asked helpers giving the rough draft to the writers for copying to the best one. The next step was reading, teacher asked writers to read their own draft meanwhile the helpers listened and looked for its fault. The fourth step was editing, in this step teacher asked the helpers and the writers to





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(See Appendix IV) on the left side of each pair desk. Its aim is to make easy in controlling the students' progress and researching whether they did correctly or not. Here, teacher was as the instruction holder from starting stage and continuing to another stage until finish. At first, she gave warming up by giving students some random words related to the material then asks them to guess the words on the dotted lines in group. And the group with the highest score will be the winner.

In the idea step, teacher distributed key words sheet (See Appendix VII) about *My Childhood* to analyze and she gave materials of raising questions (See Appendix VI). Teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. The second step was drafting, here teacher asked helpers giving the rough draft to the writers for copying to the best one. The researcher heard that several students still used their mother tongue either in raising questions or in editing stage. Thus, the students should be more be motivated to use English. The next step was reading, teacher asked writers to read their own draft meanwhile the helpers listened and looked for its fault. The fourth step was editing, in this step teacher asked the helpers and the writers to edit their draft from











































understanding the generic features of recount text. Moreover, it could provide the students to write in good chronological order.

In the application of SWELL, there were some advantages and disadvantages. The disadvantages were; the writer found that the students still needed more pay attention in reading stage in order that the other students would not disturbed by their voice, they sometimes felt bored with their pairs member. And the advantages were; it could increase students' achievement to write in pairs rather than the individual one. Moreover, through the students' classification based on their levels proficiency that were divides as the helpers (the higher level students) be able to help the writers' (the lower level students) difficulties.

Moreover, in every cycle had similar activity but different in warming up, closing and the using of media. In purpose to shorten time because this technique consisted of several steps. Teacher always motivated students to use English because its technique suggested students to be active in speaking.

In each cycle students did the idea step, drafting step, reading step, editing step and best copying step. Meanwhile, teacher's evaluation is done in the beginning of the next cycle because students' assignment were marked after the class and it was done up to the last cycle. Although there were difficulties in doing this technique but students could improve their writing ability.

Finally, the researcher concluded that the students gave good responses and enthusiasm through the implementation of SWELL technique

