#### CHAPTER IV

#### RESULTS AND DISCUSSIONS

This chapter presents the result and discussion of the study. It is related with the objectives of the study which are to describe the implementation of SWELL technique, the students' responses after SWELL technique was implemented and the students' progress in writing test through the implementation of this technique to improve students' writing recount text ability for first graders at SMA Hidayatut-Thullab Sampang. The data are the results of observation in four cycles and they would be analyzed qualitatively.

#### A. Results

## 1. The result of Implementation SWELL Technique

The following describes the implementation of SWELL technique to improve students' writing recount text ability. This research is done at SMA Hidayatut-Thullab Sampang. And the subjects were the students of X class. There were 30 students. They consisted of 14 female and 16 male students. This school was included a quite good school. Its area was very conducive to make students comfortable in teaching learning process because the environment around it was included education area from kindergarten up to Senior High School. Besides that, most of the students start to learn and continue their study at this institute. 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 recount text. There would be four 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 writer will describe it from the first cycle until the fourth cycle as follows:

### a. First cycle

The first cycle was conducted on Desember 9, 2010. 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 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 recount 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 recount text well, the

changes into past participle form especially in irregular verbs and also they could not reach 7,5 as the standart minimum score (KKM-Kriteria Ketuntasan Minimum) of senior high school. Therefore, the researcher tried to solve the problem by appllying SWELL technique. It is expected would give more change for the students to improve their writing recount text ability.

Before going to teach, the first, the researcher made lesson plan. She used one lesson plan for each cycle. The second, the researcher prepared the material. For the first cycle she chose postcard genre with topic "My Holiday" (See Appendix V). First of all, she explained the procedures of doing SWELL technique. The teacher planned to explain about the technique. She would explain the procedures 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 recount text. She put the students in pair based on their level of proficiency (See Appendix IV). She put the higher level students as the helper role on the right and the lower as the writer role 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. At the first meeting the teacher asked the students to write a postcard based on their own experience.

#### A Postcard

Dear Nan,

We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides.

It was a top day. See you when you get back.

Love

Sam

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, spellig, 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.

#### 3) Observing

The observing stage was carried out while the teacher of the class was implementing the SWELL technique to teach writing recount text in the acting stage. In this stage, the real English teacher acted as the observer and the researcher acted as the English teacher. The researcher alongside with the teacher observed the students activity, the materials, and the teacher activity during the teaching learning. She also observed students' response and their enthusiastic when teacher used SWELL technique.

For about the performance of the teacher was quite good. Her instruction was clear but her voice was not loud enough. Perhaps she was nervous because it was her first performance. 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.

According to the researcher that the teacher should give more explanation about the process and function of reading step because some students just read loudly the text without knowing its aim. Thus it could create some noisy. Furthermore, students looked confuse in editing stage perhaps it was because most of students did not bring dictionaries.

## 4) Reflecting

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

- a) The teacher must increase the power of her voice while speaking in front of the class so that students could hear her voice clearly.
- b) The teacher must obligate students to bring dictionary for the next meeting so that they can easily proofread in editing stage.
- c) The teacher has to give more explanation about SWELL procedure especially how to do the reading step and its function.

### b. Second Cycle

This cycle was conducted on Desember 10, 2010 and all of the students were present. The time used was 2 x45 minutes.

### 1) Planning

Based on the reflection of the previous cycle, the researcher prepared everything to be better in the second meeting.

In the second meeting, the teacher used SWELL technique.

The topic was about recount text, the material was the same with the previous. It was still about holiday with the genre *Replying a postcard*.

#### 2) Acting

Firstly, the teacher gave warming up (See Appendix V). She gave alphabet soup by dividing students into two group. She wrote 10 alphabets then each group wrote two words, they are capital letter and

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 reseearcher 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.

#### 3) Observing

In this meeting, the students started to to edit better by finding out the difficult words or the correct past participle form in dictionary. 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 recount text in reading step.

According to the researcher some students looked confuse to choose one of five options that teacher given in drafting step. In this meeting, the teacher also lacks to motivate the students to be more active in the classroom and used English. The observer said that most of students used their mother tongue when they did this technique.

### 4) Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Which were:

- a) The teacher must motivate the students to use English because most of the students used their mother tongue when the learning process.
- b) The teacher must decide one option for all students in order students were not confuse anymore to do drafting step.

#### c. Third Cycle

This cycle was held on Desember 16, 2010. The time used was 2x45 minutes.

## 1) Planning

Based on the reflection in second cycle, the researcher prepared everything to be better in this cycle. In the third meeting, the teacher still used SWELL technique. The topic was about general recount, and the title was "A Surprised Birthday" and "A Bad Day"

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 no need to choose anymore.

#### 2) Acting

Firstly the researcher gave warming up. She gave students some random words related to the material then asked them to guess the words in group. And the group with the highest score will be the winner (See Appendix V).

Then, she distributed students' previous assignment and its evaluation to learn (Appendix VIII). After that, the researcher asked the students to analyze the recount text and SWELL procedure. Then, the researcher distributed picture series about A Surprised Birthday and A Bad Day (See Appendix VII). 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 (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 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 pairs 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

edit their draft from the error of content, organisation, language use, spellig, 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. At the end of the class there was a pair that did not finish their writing yet, perhaps it is because they chatted during the learning process. Thus, the teacher gave them additional time to finish their writing. Moreover, their writing could not be a homework because there would be the teacher's evaluation on the next meeting. And the last step was teacher's evaluation, its step would be done after the class and the result would be distributed on the next meeting. At the end of class the teacher let the students to reflect what they have learnt whether the activities on learning recount text using SWELL was interesting and whether they can connect their previous experience by producing recount text.

#### 3) Observing

She also found students whom chat while doing their work.

- a) The observer found some students whom asked to change the pairs.
- b) The observer found students who did not finish their writing yet when the time is up.

## 4) Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Which were:

- a) Teacher would give additional time for the students who did not finish yet their writing.
- b) The teacher will not change the pairs because it could loose students' previous progress.

#### e. Fourth Cycle

This cycle was held on Desember 17, 2010. The time used was 2x45 minutes.

## 5) Planning

Based on the reflection in third cycle, the researcher prepared everything to be better in this cycle. In the third meeting, the teacher still used SWELL technique. The topic was about recount text, the material was about personal recount, and with topic *My Childhood*.

The teacher would walk around the class to check students' activity and whether they found any difficulties. Thus, there would be no students who need additional time to finish their works.

#### 6) Acting

Firstly, the researcher distributed students' previous assignment and its evaluation to learn. After that, the researcher asked the students to analyze the recount 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(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

the error of content, organisation, language use, spellig, 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, its step was done on the next day because the score was increase more than the passing minimum criteria. And for closing, the teacher asked a representative of some volunteer's pairs to read the final draft in front of the class.

#### 7) Observing

a) The observer still found students used their mother tongue.

### 8) Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Which was:

a) Teacher always motivated students to speak English.

## 2. The Result of Questionnaire

The questions in questionnaire can be seen below. And the results of the first questionnaire were:

**Table 1.2**Question Number 1. Do the students like English Lesson?

No	Criteria	$\sum X$	N	Total
1.	Very Like	7		23,3 %
2.	Like	10	30	33,3%
3.	Less Like	7	30	23,3%
4.	Dislike	6		20 %

## Question Number 2. Do the students like writing skill?

No	Criteria	Σ'Χ	N	Total
1.	Very Like	4		13,3 %
2.	Like	10	20	33,3%
3.	Less Like	7	30	23,4 %
4.	Dislike	9	:	30%

# Question Number 3. Do the students feel more motivated to write during the learning process?

No	Criteria	$\sum X$	N	Total
1.	Very Motivated	5		16,7 %
2.	To be Motivated	10	30	33,3 %
3.	Less Motivated	4	30	13,3%
4.	Unmotivated	11		36,7%

## Question Number 4. Do the students feel easier to write a text in pair?

No	Criteria	$\sum X$	N	Total
1.	Very Easy	6		20 %
2.	Easy	9	20	30 %
3.	Less Easy	8	30	26,7 %
4.	Not Easy	7		23,3 %

Question Number 5. Do the students feel to be helped by their partners' presence?

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	6		30 %
2.	Helpful	10	30	33,3 %
3.	Less Helpful	8	30	26,7%
4.	Not Helpful	6		20%

Question Number 6 Do the students think that raising list of questions can stimulate them in achieving idea? (Idea step)

No	Criteria	$\sum X$	N	Total
1.	Very Stimulate	8		26,7%
2.	Stimulate	9	20	30%
3.	Less Stimulate	7	30	23,3%
4.	Not Stimulate	6		20%

Question number 7. Do the students think that after answering those questions can help students giving a describtion about what students will write? (Idea step)

No	Criteria	ΣX	N	Total
1.	Very Helpful	6		20%
2.	Helpful	10	20	33,3%
3.	Less Helpful	9	30	30 %
4.	Not Helpful	5		16,7 %

Question Number 8. Do the students think that putting those questions into a draft can make you easier to start writing? (Drafting step)

No	Criteria	$\sum X$	N	Total
1.	Very Helpful	4		13,3 %
2.	Helpful	11	20	<b>36,7 %</b>
3.	Less Helpful	9	30	30 %
4.	Not Helpful	6		20 %

Question number 9. Do students think that after writing the draft?hardwords can let students easier to arrange into a text? (Drafting step)

No	Criteria	ΣΧ	N	Total
1.	Very Easy	6		20 %
2.	Easy	10	30	33,3 %
3.	Less Easy	8		26,7 %
4.	Not Esy	6		20 %

Question number 10. Do the students think that reading aloud the text while filtering/finding out its error then discuss it can help students find the fault? (Reading step)

No	Criteria	$\sum X$	N	Total
1.	Very Helpful	5		16,7 %
2.	Helpful	10	20	33,3 %
3.	Less Helpful	11	30	36,7 %
4.	Not Helpful	4		13,3%

Question number 11. Do the students think that giving feedback to their assignment can deepen students' understanding abot recount text? (Editing step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	6		20 %
2.	Helpful	10	30	33,3 %
3.	Less Helpful	9		30 %
4.	Not Helpful	5		16,7 %

Question number 12. Do the students think that by proofreading/giving correction can correct students' assignment from error? (Editing step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	7	30	23,3 %
2.	Helpful	10		33,3 %
3.	Less Helpful	6		20 %
4.	Not Helpful	7		23,3 %

Question number 13. Do the students find some error/correction when copying their assignment after they give feedback? (Best copying step)

No	Criteria	$\sum X$	N	Total
1.	So Little	5		16,7%
2.	Little	13	20	33,3 %
3.	Rather Many	7	30	30%
4.	Many	5		20 %

Question number 14. Do the students think that when teacher gives correction to their assignment can help students finding their fault which

students can't find? (Teacher's evaluation step)

No	Criteria	$\sum X$	N	Total
1. V	ery Helpful	8		26,7 %
2. H	elpful .	9	30	30 %
3. L	ess Helpful	10		33,3 %
4. N	ot Helpful	3		10 %

Question number 15. Do the students think that after teacher informs where students' error and gives its solution can help students to minimize repeating the same fault on the next meeting? (Teacher's evaluation step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	8		26,7 %
2.	Helpful	10	30	23,3 %
3.	Less Helpful	6		20 %
4.	Not Helpful	6		20 %

Question number 16. Do the students think that the whole steps in this learning process let them easier in learning writing skill?

Criteria	ΣΧ	N	Total
Very Get Easy	5		16,7 %
Get Easy	10	20	33,3 %
Less Get Easy	9	30	30 %
Not Get Easy	6		20 %
	Very Get Easy Get Easy Less Get Easy	Very Get Easy 5 Get Easy 10 Less Get Easy 9	Very Get Easy 5 Get Easy 10 Less Get Easy 9

Question number 17. Does the teacher give interesting topics during the learning process?

No	Criteria	ΣX	N	Total
1.	Very Interesting	8		26,7 %
2.	Interesting	9	30	30 %
3.	Less Interesting	7		20 %
4.	Not Interesting	6		23,3 %

Question number 18. Do the students think media that are used can facilitate the learning process?

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	6		20 %
2.	Helpful	10	20	23,3 %
3.	Less Helpful	8	30	26,7%
4.	Not Helpful	6		20 %

Question number 19. Do the students think that teacher always give instruction during the learning process?

No	Criteria	ΣΧ	N	Total
1.	Very Often	6		20 %
2.	Often	10	30	33,3%
3.	Less Often	9	30	30%
4.	Not Often	5		16,7%

Question number 20. Do the students think that this method is suitable to be applyed during the learning process?

No	Criteria	$\sum X$	N	Total
1.	Very Suitable	7	30	20%

2.	Suitable	9		30%
3.	Less Suitable	9	:	30 %
4.	Not Suitable	6		20 %

And the following were the result of the second questionnaire:

Table 1.3

Question Number 1. Do the students like English Lesson?

No	Criteria	$\sum X$	N	Total
1.	Very Like	10		33,3 %
2.	Like	16	20	53,3 %
3.	Less Like	2	30	6,7 %
4.	DisLike	2		6,7 %

# Question Number 2. Do the students like writing skill?

No	Criteria	Σ' <b>X</b>	N	Total
1.	Very Like	9		30 %
2.	Like	14	30	46,7%
3.	Less Like	4		13,3 %
4.	Dislike	3		10 %

Question Number 3. Do the students feel more motivated to write

during the learning process?

No	Criteria	ΣX	N	Total
1.	Very Motivated	9		30 %
2.	Motivated	15	30	50 %
3.	Less Motivated	3		10 %

4.	Unmotivated	3	10 %	
	1	1	1	- 1

# Question Number 4. Do the students feel easier to write a text in pair?

No	Criteria	$\sum X$	N	Total
1.	Very Easy	8		26,7 %
2.	Easy	15	30	50 %
3.	Less Easy	3		10%
4.	Not Easy	4	:	13,3 %

# Question Number 5. Do the students feel to be helped by their partners' presence?

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	9		30 %
2.	Helpful	15	30	50 %
3.	Less Helpful	3	30	10 %
4.	Not Helpful	3		6,7 %

# Question Number 6 Do the students think that raising list of questions can stimulate them in achieving idea? (Idea step)

No	Criteria	ΣX	N	Total
1.	Very Stimulate	10		33,3 %
2.	Stimulate	15	30	50%
3.	Less Stimulate	3		10%
4.	Not Stimulate	2		6,7 %

Question number 7. Do the students think that after answering those questions can help students giving a describtion about what students will write? (Idea step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	10		33,3 %
2.	Helpful	14	30	46,7%
3.	Less Helpful	4	30	13,3 %
4.	Not Helpful	2		6,7 %

Question Number 8. Do the students think that putting those questions into a draft can make you easier to start writing? (Drafting step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	12		40 %
2.	Helpful	12	30	40 %
3.	Less Helpful	3	30	10 %
4.	Not Helpful	3		10 %

Question number 9. Do students think that after writing the draft/hardwords can let students easier to arrange into a text? (Drafting step)

No	Criteria	ΣΧ	N	Total
1.	Very Get Easy	13		43,3 %
2.	Easy	12	20	40 %
3.	Less Get Easy	2	30	6,7 %
4.	Not Get Easy	3		10 %

Question number 10. Do the students think that reading aloud the text while filtering/finding out its error then discuss it can help students find the fault? (Reading step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	8		26,7 %
2.	Helpful	15	30	50%
3.	Less Helpful	3		10 %
4.	Not Helpful	4		13,3 %

Question number 11. Do the students think that giving feedback to their assignment can deepen students' understanding abot recount text? (Editing step)

No	Criteria	$\sum X$	N	Total
1.	Very Helpful	9	-	30 %
2.	Helpful	16	30	53,3%
3.	Less Helpful	3		10 %
4.	Not Helpful	2		6,7 %

Question number 12. Do the students think that by proofreading/giving correction can correct students' assignment from error? (Editing step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	11		36,7 %
2.	Helppful	14	20	46,7 %
3.	Less Helpful	4	30	13,3 %
4.	Not Helpful	1		3,3 %

Question number 13. Do the students find some error/correction when
copying their assignment after they give feedback? (Best copying step)

No	Criteria	ΣΧ	N	Total
1.	So Little	10		33,3 %
2.	Little	13	30	43,3 %
3.	Many	5	30	16,7 %
4.	So Many	2		6,7%

Question number 14. Do the students think that when teacher gives correction to their assignment can help students finding their fault which students can't find? (Teacher's evaluation step)

No	Criteria	ΣΧ	N	Total
1.	Very Helpful	12		40 %
2.	Helpful	13	30	43,3%
3.	Less Helpful	3	30	10 %
4.	Not Helpful	2		6,7 %

Question number 15. Do the students think that after teacher informs where students' error and gives its solution can help students to minimize repeating the same fault on the next meeting? (Teacher's evaluation step)

No	Criteria	$\sum X$	N	Total
1.	Very Helpful	10		33,3%
2.	Helpful	14	30	46,7 %
3.	Less Helpful	5	30	16,7 %
4.	Not Helpful	1		3,3 %

Question number 16. Do the students think that the whole steps in this learning process let them easier in learning writing skill?

Criteria	$\sum X$	N	Total
Very Get Easy	11		36,7 %
Get Easy	12	20	40%
Less Get Easy	3	.30	10 %
Not Get Easy	4		13,3 %
	Very Get Easy Get Easy Less Get Easy	Very Get Easy 11 Get Easy 12 Less Get Easy 3	Very Get Easy 11 Get Easy 12 Less Get Easy 3

Question number 17. Does the teacher give interesting topics during the learning process?

No	Criteria	ΣΧ	N	Total
1.	Very Interesting	9		30%
2.	Interesting	15	20	50 %
3.	Less Interesting	3	30	10 %
4.	Not Interesting	3		10%

Question number 18. Do the students think media that are used can facilitate the learning process?

No	Criteria	ΣΧ	N	Total
1.	Very helpful	7	-	23,3%
2.	Helpful	17	30	56,7 %
3.	Less Helpful	4	30	13,3 %
4.	Not Helpful	2		6,7 %

Question number 19. Do the students think that teacher always give instruction during the learning process?

No	Criteria	$\sum X$	N	Total
1.	Very Often	8	30	6,7%
2.	Often	15	30	50%

3.	Less Often	4	13,3 %
4.	Seldom	3	10%

Question number 20. Do the students think that this method is suitable to be applyed during the learning process?

No	Criteria	ΣΧ	N	Total
1.	Very Suitable	10		33,3 %
2.	Suitable	14	20	46,7 %
3.	Less Suitable	5	30	16,7 %
4.	Not Suitable	1		3,3 %

The progress of first questionnaire to the second/last questionnaire:

Table 1.4

Number of questionnaire	First Questionnaire	Second Questionnaire	Result
1	56,7%	86,6%	Increased
2	46,6%	76,7%	Increased
3	50%	80%	Increased
4	50%	76,7%	Increased
5	53,3%	80%	Increased
6	56,7%	83,3%	Increased
7	53,3%	80%	Increased
8	50%	80%	Increased
9	53,3%	83,3%	Increased

10	50%	76,7%	Increased
11	53,3%	80%	Increased
12	56,3%	83,4%	Increased
13	50%	76,6%	Increased
14	56,7%	83,3%	Increased
15	60%	80%	Increased
16	50%	76,7%	Increased
17	56,7%	80%	Increased
18	53,3%	80%	Increased
19	53,3%	76,7%	Increased
20	50%	80%	Increased

#### Notes:

Number 1 up to 2: The students' opinion about English and writing skill

Number 3 : The students' opinion about motivation in writing

Number 4 : The students' opinion about writing in pairs

Number 5 : The students' opinion about the benefit of writing in pairs

Number 6 to 16 : The students' opinion about the application of SWELL

Number 17 to 19: The students' opinion about the choice of topics and media

Number 19 : The students' opinion about teacher's role

Number 20 : The students' opinion about the appropriate of SWELL

Application

After calculating all questions item, we can conclude that the students of X class could accept the implementation of SWELL technique.

## 3. The Result of Writing Test

The following results of writing test on every cycle. Here students' progress in achieving minimum passing criteria (KKM). The results of writing test as follows:

Table 1.5

Writing Score of Students

NO	NAME	CYCLE	CYCLE	CYCLE	CYCLE	Result
NO	INAIVIE	1	2	3	4	
1	Abdullah Hannan	73	68	70	75	Successful
2	Abdullah Ni'am	68	75	80	83	Successful
3	Achmad Muhyiddin	64	70	75	80	Successful
4	Ach. Roisul Mubarok	70	72	75	85	Successful
5	Achmad Zehrowi	58	62	70	-	Fail
6	Aisah Khumaira	70	75	78	82	Successful
7	Azizah Nur Khoiriyah	80	80	80	90	Succesful
8	Fahrur Rosi	70	72	75	85	Successful
9	Fendi Halim	68	75	72	80	Successful
10	Habiburrohman	58	62	70	-	Fail
11	Hafidz Muslimin	68	75	80	83	Successful
12	Ifa Nadhifa	70	80	85	85	Successful
13	I'is Istianah	60	70	75	80	Successful
14	Jauharul Maknun	68	75	72	80	Succesful
15	Jamilatuz Zehroh	60	68	70	75	Successful
16	Khodijah	60	68	70	75	Successful
17	Moh. Ali	73	68	70	75	Successful
18	Moh. Rifa'i	62	64	68	75	Successful
19	Masyithoh	64	75	80	85	Successful
20	Muslimah	60	70	75	80	Succesful
21	Nining Susanti	58	65	70	75	Succesful
22	Nur Hadi	62	64	68	75	Successful

23	Rudi Nur Halim	60	70	75	80	Successful
24	Ruslan Wahyudi	60	70	75	80	Successful
25	Risalatud Diniyah	64	75	80	85	Successful
26	Siti Fadilah	80	80	80	90	Successful
27	Siti Maimunah	58	65	70	75	Succesful
28	Siti Salamah	70	80	85	85	Successful
29	Syahrullah	64	70	75	80	Succesful
30	Syafi'ah	70	75	78	82	Succesful
	Total Score	1988	2138	2246	2262	
	Mean	66,26	71,26	74,9	75,4	

From the result of the writing test in the first cycle, it showed that the mean score of the students' was under indicator achievement. Based on the indicator achievement or criteria successful was 75. But the mean score still 66,26 and only two students got score greater 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 increasing 66,26 to 71,26. And from 30 students, there were 12 students or 6 pairs got score greater than or equal of the minimum passing criteria. but the mean score of the students was still under indicator achievement. So, it should be continue to the third cycle needed in order to they were got the goal of writing class.

From the result of writing test in the third cycle, it showed that the mean score of the students' was increasing 71,26 to 74,9. And from 30 students, there were 18 students or 9 pairs got score greater than or equal of

the minimum passing criteria. but the mean score of the students was still under indicator achievement. So, it should be continue to the fourth cycle needed in order to they were got the goal of writing class.

From the result of the writing test in the fourth cycle, it showed that the mean score of the students' was increasing from 74, 9 in the third cycle up to 75,4 in the fourth cycle. And all students have increased their score greater than or equal of the minimum passing criteria except two students who in a pair, 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 recount text ability could be seen through the improvement made by the individual score of students and the mean score.

#### **B.** Discussions

From the result of observation in every meeting, the writer got some findings such as; the students' lack vocabulary of past participle verbs especially the irregular verbs. Here, the teacher often gave key words sheet that contain of several vocabulary including the changes of past participle and its translation. The teacher also gave the students a series of picture to help the students

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

to teach writing skill. The students could solve their problems in comprehending the recount text and they could enrich their past participle vocabularies through the implementation of this technique.