## CHAPTER V

## CONCLUSION AND SUGGESTION

In the last chapter, the researcher presents the conclusion and suggestion of this study. This chapter concern to conclusions of the use of SWELL technique in teaching recount text for tenth grade at SMA Hidayatut-Thullab Sampang which were obtained through four cycles. Besides, the researcher gives some suggestions related to the implementation of this technique.

## A. Conclusion

SWELL as one of the method in collaborative learning was used to teach writing recount text in senior high school. From the fourth times of observations, the researcher concluded that SWELL technique could be used to improve writing recount text ability. By using this technique, students could learn to write recount text by working in pairs. As stated before, SWELL technique consisted of six steps namely idea step, drafting step, reading step, editing step, best copying step and teacher's evaluation.

From the result of observation, the writer could conclude that through SWELL technique the students got more motivation and self confidence to write in pairs during the the SWELL stages such as; idea stage, drafting stage, reading stage, editing stage, best copying stage and the teacher's evaluation. Moreover, by writing in pairs students could disci an omprehend the spoken and written

text. And also through students' classification based on their levels' proficiency that were divided as the helpers (the higher level students) were able to work together and help the writers' (the lower level students) difficulties.

For about the students' responses when SWELL technique applied was quite good. It can be seen by the questionnaire which was given to the students that 50 % of the students answered that SWELL is applicable in teaching learning writing then at the last questionnaire, 80% of the students answered that the SWELL technique is suitable in teaching writing Finally, it could be conclude that X grade students of SMA Hidayatut-Thullab could accept the application of this technique.

The atmosphere of the class after SWELL be implemented was quite good and the students could improve their writing ability. It can be seen by the individual score and mean score of students writing ability which was increase in every cycle. First meeting, the mean score of the students was 66,26 % and only two students or one pair got score greater than equal of indicator achievement. Second meeting, the mean score of the students was 71,26 % and there were 12 students or six pairs got score greater than equal of indicator achievement. Third meeting, the mean score of the students was 74,9 % and there were 18 students or nine pairs got score greater than equal of indicator achievement. Last meeting, the mean score of the students was 75,4 % and from 30 students there were 28 students got score greater than equal of indicator achievement. It means that SWELL technique can help the students to improve their writing ability.

## **B.** Suggestions

After doing the research and analyzing the data, the researcher would like to give suggestions, as follows:

- 1. The teacher should be more creative in the teaching learning process. In writing activity, the teacher is suggested to use collaborative learning method such as SWELL technique. In this technique, the students can write in pairs based on their levels' proficiency. Writing in pairs give chance to the students to share their ideas, write and proofread their writing without being afraid of making mistake. It can motivate students to improve their writing skill.
- 2. In the learning activities, teachers are expected to use SWELL technique as an alternative way to teach writing. Because of the SWELL's stages are beneficial for both teachers and students. And it is expected that this technique can be used continually in learning writing recount text and another texts.
- 3. The teacher must accompany, give instruction and check students' progress during the learning process of using SWELL technique.
- 4. In the learning process, the teacher tried to be a good facilitator and instructor of the SWELL's application. Sometimes the teacher gave material to arouse students' vocabulary of past participle form especially the irregular verbs and to comprehend the students' understanding of recount text. The teacher also gave material to stimulate the students in finding idea. And the teacher provided evaluation of the students' assignment.

Finally, the researcher realizes that this study has weaknesses and far from being perfect. Moreover, this technique is deal with writing skill only. Thus, the researcher would like to invite other researchers who want to investigate SWELL technique to teach writing in different text such as in narrative text, descriptive text, procedure text, procedural recount text and so on.