CHAPTER I

INTRODUCTION

1.1 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.[1] 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.[2] 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 our knowledge and thought process clearly and

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[1]Judith, Kelly," *The Importance of writing: Past, Present, and Future",* (http:/www.rscc.cc.tn.us/OWL/Importance.html,Accessed on April 8 2010, 1999)

[2] David, Nunan. *Language Teaching Methodology: 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

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 MA Al-Ishlah Lamongan 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 writing text well. Hence, a teacher should be smart in choosing an appropriate strategy of teaching writing. It is

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[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 tries to give suggestion to the teacher 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.[7]

SWELL which stands for Social-Interactive Writing for English Language Learners is firstly introduced by Adeline Teo, 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.SWELL is one of several techniques that can be used to improve the students' writing ability.[8]

Based on the description of SWELL. The researcher give suggestion to the teacher to teach writing by applying SWELL, 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

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[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] Adeline Teo. *SWELL*: *A Writing Method to Help English Language Learners. EnglishTeaching Forum.* 2007. http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf.accessed on April 2010, 18

and the lower student, this kind of pairing hopefully a more proficient student could be a tutor a less one.

Social Interactive Writing for English Language Learners is a collaborative writing method which classify students into the higher and lower level students of english ability who act as the Helper and Writer,thus it is expected that higher level student can be guide for the lower. Hence, these students are divided into pairs to encourage more in depth social discussion that oblige the students to use english rather than their mother language. SWELL consists of seven steps, they are; the first is IDEAS, it is a step to generate idea,which the writer raises W-H questions to the helper while takes notes then discuss it together. The next is DRAFT step. Here the writer writes a rough draft without worrying about its spelling and grammar meanwhile the helper revises it without using dictionary. Thirdly, READ step is reading aloud by the writer then the helper give some correctoin. The fourth is EDIT step, here the writer and the helper look for carefully to find wrong one. After that, the writer revises its spelling and grammar by using dictionary. The fifth is BEST COPY or copy paste step, in this step the writer rewrites the best version after revising. And the last step is TEACHER'S EVALUATION. Through this final step the teacher reviews and gives corrective feedback then leaves some comments for the pairs.

Those were the reasons why the researcher would like to conduct a study about the use of SWELL (Social Interactive Writing for English Language Learner) in teaching writing. This study describes the implementation of

SWELL and the students' responses during teaching learning writing text in the class to the first grade of MA Al-Ishlah Lamongan.

1.2 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 at the first grade of MA Al-Ishlah Lamongan?
2. How are the students' responses after the implementation of SWELL in teaching writing at the first grade of MA Al-Ishlah Lamongan?

1.3 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 text.
2. To describe the students' responses after SWELL be implemented.

1.4 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.

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 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 descriptive qualitative.

1.5 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 text. The subjects of this study are the tenth grade students of MA Al-Ishlah Lamongan. The study focuses in answering two questions: the implementation of SWELL (Social-Interactive Writing for English Language Learners)

technique, and the students' responses after SWELL is implemented in teaching writing ability.

1.6 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.[9]

2. Writing : It is a series of activities that express thoughts in in written form.

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[9] 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