

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 TEACHING METHOD

In this section, the researcher will discuss about the description of teaching method and the kinds of teaching method.

2.1.1 The Description of Teaching Method

Teaching method is the process of interaction between teacher and students, which result in the transfer and assimilation of knowledge and skills stipulated by the plan of education.¹ Teaching method is a short-term interaction between the teacher and students, directed the transfer and assimilation of specific knowledge and skill.

Teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization or combination of these. Teaching methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.²

2.1.2 The Kinds of Teaching Method

Teaching methods also come in many form, like: lecture, class discussion, small group discussion and videotapes.³

1. Lecture

¹ <http://www.usefulresearchpapers.com/paper-on-teaching-method.html> accessed on March 12 2013

² http://www.en.wikipedia.org/wiki/teaching_method.html accessed on December 14 2012

³ http://www.homeromteacher.com/infoteaching_methods.html accessed on September 17 2010

Lecture is the process of teaching by giving spoken explanation of the subject that is to be learned. Lecturing is often accompanied by auditory learners and visual learners. Auditory learners natural do best when they have something to listen, and visual learners can watch gestures and facial expression and take good notes.

2. Class Discussion

A class discussion is an excellent teaching method, because teacher can really gauge how much their students are learning. Class discussion are very positive form of teaching methods in this methods you can get ideas from the entire groups and also a class discussion can analyze the lecture or even a film or whatever.

Beside that a class discussion also have the problem, because as a teaching methods is not every one will participate, some students my feel uncomfortable sharing their thought in such a large group.

3. Small Group Discussion

A small group discussion can be a better teaching method than a class discussion, especially in larger classes. Everyone gets a chance to participate if they are put into a smaller group, in a smaller group is less intimidating. Also, it is more likely that a small group can reach a consensus. Of course, just as with class discussion. Small group discussion can get side tracked, and it can be harder for a teacher to gauge whether the group is actually talking about the subject at hand or last night's episode of whatever.

4. Videotapes

Videotapes can show a lot more important visual stimuli. Than just a teacher with a chalkboard. When talking about a certain animal or a culture, etc. Students may understand it better if they can actually see it. Also videotapes can be very interesting for students; they can grab the attention of students. Videotapes can also stimulate discussion.

As with other teaching methods, there are also problems with videotapes. Videotapes can raise too many issues. It can be hard to find a video that focuses on the exact subject that you want to present. You have to worry about finding all of the equipment and making sure that it works, if you have trouble with the equipment, valuable time is post. Also, some students view videotapes as a chance to slack off. They may not feel that they have to learn anything from a video, nor will they likely take notes.

2.2 WRITING

2.2.1 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.⁴ 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

⁴Joy M Reid.*Teaching ESL Writing* .(New Jersey: Prentice Hall, 1993), 217

them, and organizing them into paragraphs as clear as possible.⁵ 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 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.⁶ Thus, in a writing must be written as clear as possible to avoid reader's misunderstanding.

2.2.2 The Nature of writing ability

Langan stated the nature of writing ability divided into:⁷

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

⁵David, Nunan. *Language Teaching Methodology: A Text Book for Teachers.* (London: Prentice Hall International (UK) Ltd, 1999), 88

⁶ John C Brereton. *A Plan for Writing Second Edition.* (Canada: CBS College Publishing,1982), 2

⁷ John, Langan. *Collage Writing Skill with Reading Fifth Edition.* (New York: Mc Grow Hill,2000), 12

Langan states that, writing is a skill likes driving, cooking, typing, and like any skill, it can be learned.⁸

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:

- 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

⁸ John, Langan. *Collage Writing*.....14

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.⁹ 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.¹⁰ Thus, the more 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.

2.2.3 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.¹¹

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

⁹ 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

¹⁰ Carol, Carter, et al. *Keys to Effective Learning Third Edition*. (New Jersey: Pearson Education ,Inc,2002), 247

¹¹ Alice Oshima - Ann Hogue. *Writing Academic English 3rd Edition*, (New York: Addison Wesley Longman, 1999), 3

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”.¹² 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.

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.¹³ 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

¹² Alice Oshima - Ann Hogue. *Writing Academic*.....3

¹³ Jeremy Harmer. *How to Teach Writing*, (England : Pearson Education Ltd, 2004), 4

Revising means the writer revise or change what they have written.

There are three stages to the revising process:¹⁴

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 piece of writing is not perfect. Oshima and Hogue states it is known that no piece of writing ever perfect the first time.¹⁵ 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 read 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

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

¹⁵ Alice Oshima - Ann Hogue, *Writing Academic English 3rd Edition*. (New York:Addison Wesley Longman, 1999), 10

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.

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.¹⁶ 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.

2.2.4 Measurement of Writing Text

Figures Jacob's scoring profile¹⁷

ESL COMPOSITION PROFILE		
Student	Date	Topic

¹⁶Ann, Hogue *The Essential of English: A Writers' Handbook*, (New York: Pearson Education, Inc, 2003), 255

¹⁷ Arthur, Hughes. *Testing for Language Teachers Second Edition*. (UK:Cambridge University, 2003), 104

Score	Level	Criteria
<i>Content</i>	30-27	EXCELLENT TO VERY GOOD: knowledgeable. Substantive. Through development of thesis. relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject. adequate range. 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-Substantive. Non-pertinent. OR not enough to evaluate
<i>Organization</i>	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 Word idiom and usage. Word form mastery. appropriate register
	17-14	GOOD TO AVERAGE: adequate range. occasional errors of word/ Idiom form ,choice and usage but <i>meaning not obscured</i>
	13-10	FAIR TO POOR: limited range. frequent errors of word/idiom form, Choice and usage. <i>meaning not obscured</i>
	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 complex constructions. several errors of agreement, tense, Number word order, function, articles, pronouns, reposition, but <i>meaning</i>

		<i>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. <i>meaning confused or obscured</i>
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrate mastery conventions. Few errors of spelling, punctuation ,capitalization, paragraphing
	4	GOOD TO AVERAGE : occasional of errors and spelling punctuation, Capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR : frequent error of spelling, punctuation, capitalization, Paragraphing. Poor hand writing. <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions. dominated by errors of Spelling, punctuation, capitalization, paragraphing.hand writing illegible. OR not enough to evaluate
TOTAL SCORE		

2.3 SWELL (Social-Interactive Writing for English Language Learners)

2.3.1 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.¹⁸

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 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

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

colleagues, but also can understand more about language.¹⁹ Hence, the selection of membership in a group or pair influences productivity.

2.3.2 The Procedure of SWELL

According to Teo, SWELL (Social-Interactive Writing for English Language Learners) consists of several steps that should be practiced subsequently. 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 process, they have to write collaboratively and follow the suggested steps given by the teachers. The explanation of each steps are presented like:

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.²⁰ 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

¹⁹ Jeremy Harmer. *The Practice of English Language Teaching Fourth Edition*. (Cambridge: Pearson-Longman, 2007), 330

²⁰ Ann, Raimes. *Techniques in Teaching Writing*. (New York: Oxford University Press, 1983), 85

successful.²¹ 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.

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

²¹Patsy, M, Lightbown. - Nina Spada.*How Languages are learned.*(Oxford: Oxford University Press, 2001), 40

because it can incorporate between the modeling fluent of expressive reading the text and technique for clarifying vocabulary, also periodic checking for understanding.²²

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.²³ The activity is accordance with Sherman statement in editing stage; writer should look for matters of format, company, style and grammar.²⁴ 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).

²² Adrienne, L, Herrel. *Fifty Strategies for Teaching English Language Learner Third Edition*. (Columbus: Merrill Prentice Hall, 2008), 209

²³ Adeline Teo. *SWELL: A Writing Method to Help English Language Learners*. *English Teaching Forum*. 2007 <http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf>. Accessed on April 9 2010,22

²⁴ Theodore A Sherman. *Modern Technical Writing*. (America: Prentice Hall, 1983), 17

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”.²⁵

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 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.²⁶ It is pointing out that the corrective feedback of students is not complete yet without teacher’s feedback. As Susser 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.²⁷ 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.

²⁵ Theodore A Sherman. *Modern Technical Writing*. America: Prentice Hall, 1983), 16

²⁶ Adeline Teo. *SWELL: A Writing Method to Help English Language Learners*. *English Teaching Forum*. 1983. <http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf>. Accessed on April 9 2010. P.20

²⁷ Theodore A Sherman. *Modern Technical Writing*. America: Prentice Hall, 1983), 19

2.3.3 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.²⁸ 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.²⁹

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,

²⁸ Adeline Teo, *SWELL: A Writing Method to Help English Language Learners*. *English Teaching Forum*. 2007. <http://www.exchanges.state.gov/englishteching/forum/archieves/does/07-45-4.d.pdf>. Accessed on April 9 2010,22

²⁹ Michael Spring. *EST Journal : Collaborative Writing*. <http://www.sit.pitt.edu/-spring/cas/node31.html>. 1997, Accessed on september 17 2010

in a true collaborative environment, each contributor has an almost equal power to add, edit and remove the text.³⁰

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.³¹ 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.³² So, they feel more comfortable with each other in work as a team that led to successful team work.

2.4 The Previous Study

In conducting this study entitled “Improving writing recount text ability using SWELL at MA Al-Ishlah Lamongan”, that researcher relates this 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 the observer. She just observed when the teacher described the implementation of SWELL in the classroom, and

³⁰ http://www.en.wikipedia.org/wiki/collaborative_writing.html Accessed on September 17 2010

³¹ Michael Spring. *EST Journal :Collaborative Writing*. <http://www.sit.pitt.edu/-spring/cas/node31.html>. 1997. Accessed on September 17 2010

³² <http://www.allfreessays/collaborative-individual-writing/23243.html> Accessed on September 17 2010

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' ability in writing text.

Secondly, the researcher relates the study that was done by Sophia Vigorousana who conducted a study "The use of WEB LOG for teaching writing 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 writing 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 analysis 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 descriptive qualitative 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, observational sheet form, questionnaire, and analytical score to gain the data. It was concerned with the students' writing ability focused on language use and mechanic.