

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter contains the results of the data that have been collected. All explanation answered the research questions related to the implementation of SWELL (Social-Interactive Writing for English Language Learners) to teach writing text to the first grade of MA Al-Ishlah Lamongan. The researcher described the data from field notes, observation checklist, observational sheet and the students' responses on the questionnaire during the implementation the technique.

1.1 Results

The research was conducted in three meetings. In this research, the researcher did nothing. She only sat at backward of the class during the teaching and learning process and paid attention to the whole activities happened in the class. This kind of observer can be categorized as non-participant observer.

This chapter is divided into two parts in line with the number of research questions. The first part describes the implementation of SWELL (Social-Interactive Writing for English Language Learners) in teaching writing text and the second describes the students' responses toward the implementation of the technique.

4.1.1 The results of implementation SWELL Technique

The implementation of SWELL (Social-Interactive Writing for English Language Learners) was done in three meetings; those were on Friday June 12,

Saturday June 13, and Monday June 15. The time allocated for each meeting was 2x45 minutes.

The teacher introduced the observer to the students. The teacher asked the students who sat at backward to come forward and let the observer to sit.

1. The First Observation

The first observation was conducted on June 12, 2015. The subjects were an English teacher and the students of X-1 class. There were three classes in first grade. Choosing the X-1 class as the subject observation was based on the English teacher recommendation. She recommended this class because the ability of the students in English was variant. It meant that the class was good to observe.

In the class X-1, there were 26 students which consist of 10 males and 16 females. There were 13 tables and 13 seats. The tables and seats were arranged into three columns and rows with a little space between one and another. The students sat in pairs in the same sex. The class was painted green as its main wall color.

On Friday, the English class was on the 5-6 period. It was at 10.00 pm – 11.30 pm. But at that day, the teacher informed that she changed the schedule into 1-2 periods, it was started at 07.00 pm – 08.30 pm. The teacher started the class by greeting the students, asking the students' condition, and checking the students' attendance. The researcher sat at back of the class. At the first, the students looked surprised by the presence at a new figure but then as soon as possible the teacher told the students that the new figure was just a researcher who wanted to observe the whole process of their teaching and learning. The

teacher, than asked the students not to worry and feel like there was no any new figure in their classroom. After that, the class was started, the researcher took the seat prepared, sat in the back of the class. The situation could be illustrated in the dialogue as follows:

- T: *“Assalamu’alaikum Wr.Wb.”*
 S: *“Wa’alailumussalam Wr.Wb”*
 T: *“How are you today?”*
 S: *“Fine, Mam. How about you?”*
 T: *“I’m fine too. Thank you. Saya cek kehadirannya dulu ya! Who’s absent today?”*
 S: *“Gak ada, mam. Lengkap!”*
 T: *“Good! Well, today we are having guest, mbak dari Unmuh Surabaya. As I told last meeting, she will observe our class for her skripsi.”*
 S: *“Namanya Sapa, Mam?”*
 T: *“Oh, silakan Perkenalan dulu, mbak. Tak kenal maka tak sayang.”*
 RI: *“Ya, Assalamualaikum wr.wb. I’m here, going to do an observation to this class for three meetings ya guys.heee... Oh, my name is Evi Sri Ichsani, I’m from Lamongan. So, saya mohon kerja samanya ya untuk kelancaran pengambilan data saya ya. Ndak usah takut sama saya, just think that I’m a ghost or something.Hahahaha....”*
 S: *“Tambah serem mbak!” Semester berapa, mbak? Kakak saya juga di Unmuh Surabaya lo mbak.”*
 T: *“Oke, tahan dulu pertanyaannya, nanti ngobrol-ngobrolnya waktu break saja. Ndak perlu nervous liat mbaknya ya, kita pelajaran seperti biasa saja.”*
 S: *“Iya Mam.”*

The teacher went to her desk and continued the opening session. She had a few minutes to increase the students’ motivation to learn. She motivated the students. It made the students enthusiastic to follow the lesson up to the end of the time. Then the teacher explained to the students about the material that they were going to learn.

The material was recount text especially it was focused on writing skill. The teacher explained it in detail. The teacher also explained that writing is productive skill. So the students asked to write in the end of teaching and learning process. And in other to ease the students to write, the teacher told the

students that they would use a technique namely “SWELL (Social-Interactive Writing for English Language Learners)” a technique to teaching writing through pairing 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. The teacher introduced the main concept of SWELL. The students paid attention to the teacher’s explanation. Some of them also asked some questions to the teacher related to the explanation about the technique. The situation could be captured as following dialogues:

T: *“Class, today we are going to learn about recount text, especially in writing skill using SWELL (Social-Interactive Writing for English Language Learners).”*

S: *“Apa itu SWELL, Mam?”*

T: *“SWELL (Social-Interactive Writing for English Language Learners) is a writing technique that is supported by several theories related to collaborative writing theories on the process of writing that can promote students’ writing ability.”*

S: *“Terus caranya nanti gimana, Mam?”*

T: *“Jadi, nanti you will be paired up between the less proficient with more proficient.”*

S: *“Baik Mam! Berarti nanti kita kerja kelompok dengan dua siswa, Mam?”*

T: *“Yes, you’re right! But you have to know, in this technique you will be divided into two categories, yang pertama as Helper (H), dan the second as Writer (W). saya mengelompokkan kalian sebagai Helper atau Writer berdasarkan hasil nilai menulis kalian di beberapa pertemuan sebelumnya. Got it?”*

S: *“Yes, Mam! Terus tugasnya apa, Mam?”*

T: *“Thanks for your question, Fendi. In this technique the Writer will write recount text while the Helper will help the writer to get idea and correct the draft before submitting to the teacher. Is that clear?”*

S: *“Masih bingung, Mam!”*

The students looked confused. The teacher finally asked them to make groups based on his instruction. It was useful for both the teacher and students to get easiness to explain and implement the technique. The teacher asked the

students whose names were called in the first time should sit in the right side, they would act as *Helper*. And the students whose names were called in the second time should sit in the left side, they would act as *Writer*. The condition could be illustrated as follows:

T: “*Well, let’s make group first! Please you all sit with your partner based on my guidance. Jadi, please listen to me.*”

S: “*Ok, Mam! Siapp!*”

T: “*Nama-nama yang ibu panggil duluan, tolong sit on the right side. Dan yang saya panggil setelah itu, sit in the left side. Jadi yang di kanan, yang saya panggil duluan, adalah Helper dan yang di kiri, yang saya panggil kemudian, adalah Writer. Understand?*”

S: “*iya, Mam!Paham!*”

T: “*Good! Now listen to me!*” *Yang saya panggil ini please sit on the right side!* Abdullah Hannan, Achmad Roisul Mubarak, Aisyah Khumaira, Fendi Halim, Habiburrohman, Hafizd Muslimin, I’is Istianah, Khodijah, Masyithoh, Nining Susanti, Siti Fadilah, Siti Salamah, Ayu Suganda. *Dan yang selanjutnya please sit in the left side!* Muhammad Ali, Fahrur Rosi, Syafi’ah, Jauharul Maknum, Achmad Zehrowi, Abdullah Ni’am, Muslimah, Jamlatuz Zehroh,, Risalatul Diniyah, Siti Maimunah, Azizah Nur Khoiriyah, Ifa Nadhifa, dan Wiwik Purwitasari.

The groups had been decided. The students had sat based on the teacher’s instruction. Then the teacher explained the procedure of SWELL which would be implemented in the class. The teacher asked the students to pay attention the guidelines of SWELL which had been given by the teacher (See Appendix II).

The situation could be illustrated as follows:

T: “*Kalian sudah duduk berdasarkan instruksi saya. Sekarang, now I have guidelines of SWELL in my hand. I will spread these guidelines to you. Satu kelompok satu ya!OK?*”

S: “*Yes, Mam!*”

T: “*Please, leader of the class help me to pass these guidelines to whole groups.*”

S: “*Yes, mam!*”

T: “*Have you all got it?*”

S: “*Yes, Mam!*”

T: “*Well, students! You can see, there are 6 steps in SWELL. Iya kan?*”

S: “*Iya, Mam!*”

T: “*What are they? Siapa yang tahu?*”

S: *"Me, Mam!"*

T: *"OK, Ayu. What are they?"*

S: *"They are Ideas, Draft, Read, Edit, Best Copy, and Teacher's evaluation, Mam?"*

T: *"Bagus! You're right. Yang terakhir, Teacher's evaluation, will be my job."*

The teacher accomplish to reading and explaining the steps of SWELL (Social-Interactive Writing for English Language Learners) in writing text. They look so confused. Then the teacher passed the material which completed by some questions (See Appendix I). The questions in that material would help the students to do first step, it is IDEA. In the idea step, teacher asked the writers to ask those list of questions the helpers to answer then they must take a note from it. The situation could be illustrated as follows:

T: *"For further information, I have an example of recount text which completed by some questions. I hope it will help you."*

S: *"Yes, Mam!"*

T: *"Sekarang sudah dapat semua kan?, Please, pay attention to the questions!"*

S: *"Dijawab, mam?"*

T: *"No, Ayu! Attention, you do not need to answer the questions. You only need to pay attention to the questions and how then the information of the question put in the sentence. Got it?"*

S: *"Enggak, Bu!"*

T: *"Sederhananya begini, in the first step, you who act as Writer will be helped by Helper through asking some questions. Tolong dilihat guidelines step 1: idea. Have you?"*

S: *"Iya, mam, sudah!"*

T: *"Bagus. There are a lot of questions, aren't there?"*

S: *"Betul, Mam?"*

T: *"Helper asks Writer some questions. Apa saja pertanyaannya? Please look at the guidelines!"*

S: *"Who did what?, What happened?, Who are the main characters in the story?, Why did s/he/they/ do that?, What were the events?, and What did s/he/they/ feel at the end?"*

T: *"Yes, you're absolutely correct Ayu! Nah, pertanyaan-pertanyaan tersebut adalah seperti pertanyaan yang ada di bawah teks yang sudah kalian terima. You will find the answer in the passage above, won't you?"*

S: *"Yes, Mam! Betul!"*

- T: *“For example question number 1: What did we do last weekend? Itu akan menjawab pertanyaan seperti dalam guidelines. Who did what as in the guidelines. Iya kan?”*
- S: *“Iya, Mam!”*
- T: *“Dan jawabannya apa?”*
- S: *“I and my friends went to camping.”*
- T: *“Good! You’re right, Ayu! Dan seterusnya seperti itu! Understand?”*
- S: *“Yes, Mam!”*

After explaining step 1 and ensure that the students had understood. The teacher moved to explain the next steps. The students paid attention to teacher. The second step was DRAFT, here teacher asked helpers giving the rough draft to the writers for improving to the best one. And it could be illustrated as follows:

- T: *“Well, now let’s move on to the next step. It is draft. What should you do?”*
- S: *“Apa, Mam?”*
- T: *“Di step 1, Helper bertanya kepada Writer beberapa pertanyaan. Betul?”*
- S: *“Yes, Mam! Terus?”*
- T: *“Well, jawaban dari pertanyaan Helper harus di tulis oleh Writer. Then, writer mulai menulis teks recount dari jawaban tersebut. Jadi, jawaban tersebut menjadi key word untuk memulai draft recount text. Got it?”*
- S: *“Oh yes, Mam! Understand!”*

The next step was READ, the teacher asked writers to read their own draft meanwhile the helpers listened and looked for its fault. In this stage, the teacher ask them to read by filtering whether they listened or found any mistakes. The condition could be illustrated as follows:

- T: *“Ok! Let’s come up to the next step: it is read! Take a look to the guideline!”*
- S: *“Of course, Mam! Don’t worry!”*
- T: *“In this step. The Writer will read the draft they have made. And Helper will help the Writer to pronounce words correctly. Understand?”*
- S: *“Nggak, Mam!”*
- T: *“Begini, di sini Writer akan membaca draft-nya. Helper membantu membenarkan jika ada pronunciation yang salah.”*
- S: *“Jadi Writer membaca tulisannya, Mam?”*

T: *“Yes, in this stage, several students read their writing too loud and it could disturb other students. So, the teacher asks them to read by filtering whether they listened or found any mistakes. It is not difficult step.”*

The fourth step is EDIT. 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. The situation could be illustrated as follows:

T: *“Now, please move to the next step, it is edit. What should you do?”*

S: *“Mengoreksi, Mam!”*

T: *“Betul! You both, Writer and Helper, look at the draft together do editing. Yang di edit adalah content, sesuai dengan tema atau tidak, logis atau tidak, dan konten setiap paragraph ada apa tidak, organization: susunan kalimat yang sesuai dengan generic structure recount dan kejelasan ide, language use: tense, pronoun, article, preposition, dan word order, vocabulary: pilihan kata/idiom dan register, and the last mechanic: ejaan, tanda baca, kapitalisasi, dan paragraphing. Ok, from here, any questions?”*

S: *“Langsung mulai saja, mam, biar gk bingung?”*

T: *“That’s a good idea. Wait! There is one more step that you have to do.”*

Teacher give the explanation about the next step, it is BEST COPY. Here teacher asked writer to rewrite the draft from the result of editing step. It could be illustrated as follows:

T: *“Now we continue to the last step that you have to do, it is best copy. Here, the writer writes the best writing from step 4 which has been revised. Then submit it to the teacher. Got it?”*

S: *“Yes, Mam!”*

T: *“Good! Now let’s start writing. If you don’t understand, you may ask me question.”*

S: *“Baik, Mam!”*

All the steps of the technique had been explained. It really spent much time. But the students’ understandings about the technique were also important.

Then the teacher asked the students to start writing a recount text using SWELL. She gave 20 minutes to complete their writing. This could be illustrated as the following conversation:

T: *“Well, student! Now is your turn to write. I remind you again, yang sebelah kanan, Helper, tolong temannya di bantu untuk menulis dengan step-step yang sudah ibu jelaskan!”*

S: *“Yes, mam!”*

S: *“ini nanti sampai jam berapa, Mam?”*

T: *“Good question, Ali! You will have 20 minutes to complete your writing. Then you have to submit it and I’ll evaluate. Setelah itu, setiap group maju dengan pasanganya dan ibu kasih tahu kekurangan dan kelebihan dari tulisan kalian. Itu adalah step terakhir. Teacher’s evaluation. Got it?”*

S: *“Yes Mam!”*

T: *“Ok, let’s start now!”*

The students started writing. The teacher provided some topics in the whiteboard which they might use. There were about holiday, a surprise party, having vocation with friends and so forth. They could select one of them or they might choose the topic as they wanted. Then they came up to the first step:

IDEAS. The situation could be captured as following dialogues:

T: *“Attention, please! I’ll write some topics which you may use to compose recount text. But choosing the topic as you want is also allowed. Setelah itu, to the Helper, please write some questions related to character, setting, and event. Start with “WH” questions! If you got confused, you can see your guideline.”*

S: *“Yes, Mam. WH questions itu who, where, when, why, dan how kan?”*

T: *“Yes, you’re right. Now please do it!”*

The class was noisy. The Helper started asking some questions which s/he had prepared to the Writer. Then the Writer took notes to all his/her answers of the Helper’s questions. They looked so serious doing this step.

T: *“Stop writing! Now please the Helper start asking questions to the Writer. Silahkan Helper mulai bertanya kepada Writer!”*

S: *“Terus jawabanya gimana, mam?”*

T: *“Nah, Writer harus menulis jawaban dari pertanyaan Helper. Remember! It will help you to construct the text.”*

S: *“Ok, Mam!”*

The first step finished. The teacher asked the students to come to the next step. It is DRAFT. In this step, the Writer started writing recount text using information s/he had got from answering the Helper’s questions in the first step. The condition could be illustrated as follows:

T: *“Well, have you got the answer?”*

S: *“Yes, Mam!”*

T: *“That’s good. Guys! Now, please construct recount text from your answer. Use them as key word to start writing recount text. Don’t worry to make mistakes. Just do it!”*

S: *“Salah gak papa kan, Mam?”*

T: *“Of course, nantikan ada editing juga?”*

S: *“Ok, Mam!”*

While waiting for the students to complete their draft, the teacher turned around the class to check whether or not they had implemented the steps correctly. Once in a while the teacher helped the students who found difficulty to decide the appropriate vocabulary. I took time. And it made the teacher skip step 3: READ, and directly come to the step 4: EDIT. Step 3 actually is important to correct the Writer’s pronunciation. Unfortunately they skipped this and did step 4. The teacher also did not remind them to do that. The situation could be illustrated as follows:

T: *“Attention, please! Have you finished writing?”*

S: *“Sudah, Mam!”*

T: *“That’s great, Ayu! Now please Helper together with Writer edit the draft that the Writer has written. Masih ingatkan apa yang harus diperhatikan dalam editing?”*

S: *“iya, Mam!”It’s about content, organization, language use, vocabulary, dan mechanic. Betul ya Mam?”*

T: *“Iya,Ayu! You’re correct! Now please do it!”*

The students did editing with their pairs. There are several questions provided in the guideline to ease them to edit the Writer’s draft. They used it.

After several minutes, the teacher asked the students who had completed editing to write their best writing into another paper. Then the teacher asked them to submit their work. Twenty minutes passed. Unfortunately most of the students had not finished yet. The teacher gave additional time to the students to complete their work. The students submitted their writing in 5 minutes later.

T: *“Have you finished, guys?”*

S: *“Not yet, Mam!”*

T: *“Ok, I’ll give you 5 minutes more to complete your editing and writing. Then please submit your work!”*

All the student’s writing had been submitted. The teacher actually had to give evaluation to teach writing. Unfortunately, the time was up. The clock showed 08.30 am. The teacher could not give the students feedback. As the result, the teacher informed the students that he would give feedback in the next meeting which would be on the next Saturday. Class ended and the teacher left the class.

T: *“Ok, students until here first our meeting, we will continue tomorrow, yes?”*

S: *“Yes, mam!”*

T: *“Assalamualaikum.wr.wb”*

S: *“Waalikumussalam.wr.wb”*

2. The Second Observation

The second observation was conducted on Saturday, 13 June 2015. The schedule of English was in the first and second period, 90 minutes length. The teacher came to the class. The class was clean and all the students of X-1 had been in the class ready to learn. The observer had been in the class before the teacher came. He sat in the corner of the class as before. All was ready the teacher started the class.

Teacher entered the class then greets the students. The students were noisy but turned silent while the teacher entered the class. The students go back to their seats. This could be illustrated as the following conversation:

T: *“Assalamu’alaikum. Wr.wb”*
 S: *“Waalaiikumussalam. Wr. Wb”*
 T: *“How are you today, guys?”*
 S: *“I’m fine mam,!”*
 T: *“Ok, who is absent today?”*
 S: *“Tidak ada Mam, Lengkap semua!”*
 T: *“Ok, Good!”*

Then the teacher reviewed the previous lesson through asking some questions. It was conducted after the teacher had finished conduct opening section. When the teacher asked the students about the previous lesson, some students were eager to answer the questions. This could be captured as following dialogues:

T: *“Well, who knows what did we learn yesterday?”*
 S: *“Tentang Recount text, Mam!”*
 T: *“Yes, Benar Dini. especially in writing skill. Teknik yang dipakai apa? Who knows? Raise your hand please”*
 S: *“Teknik SWELL kan Mam!”*
 T: *“Good, Ayu! What does SWELL stand for?”*
 S: *“SWELL is Social interactive writing for English Language Learners, Mam!”*
 T: *“Very good. I hope that you all still remember about the procedure of the technique, don’t you?”*
 S: *“InsyaAllah, Mam!”*

The teacher then asked the students to make some groups like that in the first meeting. They remembered their own pair well. But to ensure that all students sat based on the arrangements, the teacher checked each groups based on the data she had. After the students were ready to start writing. The teacher passed the guideline of SWELL to each groups (See Appendix II). It was to avoid if there was a group which forgot about the technique. The materials

were also passed to the students (See Appendix I). It was not different from the first meeting, the students were only asked to pay attention to the passage which was followed by some questions, the questions then were discussed together in a moment and afterward the teacher showed the students about how the information which got from the questions put into paragraph as the first step of SWELL technique.

In a moment the teacher checked the groups in order that SWELL worked well, because SWELL will only work when the students who have more proficient paired with less proficient. The situation could be captured as following dialogues:

T: *"Baik, All of you have sat correctly!"*

S: *"Baik, mam!"*

T: *"Well, now please help me to pass this guidelines and the material. Ingat! One group one guideline and material. Ok!"*

S: *"Ok, Mam!"*

T: *"Each group sudah dapat semua kan ?"*

S: *"Sudah, Mam!"*

T: *"Bagus, sekarang tolong di pahami sebentar contoh text yang sudah ibu bagikan. Di bawahnya ada pertanyaan, coba untuk dicari jawabannya!"*

S: *"Iya, Mam! seperti pertemuan pertama kan?"*

T: *"Yes, Right!"*

T: *"Have you finished?"*

S: *"Yes, Mam!"*

T: *"Good, Ayu! How about the others?"*

S: *"Juga Sudah, Mam!"*

T: *"Bagus. Perhatikan pertanyaan pertama. What time did the writer wake up yesterday? Who knows the answer?"*

S: *"Me, Mam!"*

T: *"Ok, Dini. What is the answer for number 1?"*

S: *"At about 5 o'clock, mam."*

T: *"Yes, you're right! Untuk selanjutnya sudah tahu semua?"*

S: *"Sudah, Mam. Semua ada di bacaan mam!"*

T: *"That's great! Informasi dari pertanyaan itulah yang akhirnya kalian buat paragraph. Tugas Helper adalah bertanya seperti pertanyaan tersebut dan Writer menulis jawaban yang kemudian dipakai sebagai key word untuk menulis recount text. Do you understand?"*

S: *"Yes, mam!"*

The students were ready to write. Before the teacher asked the students to start writing. The teacher gave general evaluation from their first writing. The teacher also reminded them that the students with their pair would be asked to come forward to get feedback of the first result. The situation could be illustrated as follows”

T: *“Well, before start writing, I’ll give you general evaluation based on your first tasks. Please pay attention!”*

S: *“Baik, Mam!”*

T: *“Your idea of your writings are good, tapi tensisnya masih banyak yang belepotan. Ingat! Tense used in recount text is simple past tense, verb 2!”*

The teacher wrote some examples of the use of simple past tense in some sentences on the white board. The students paid attention. After the teacher was sure about the students’ understanding about simple past tense, the most frequent mistakes that the students made, the teacher let them to start writing.

The students started writing. The teacher gave them 25 minutes to complete their works. Before giving feedback, the teacher paid attention to the students for a while to make sure that all of them were ready to write. Then the teacher called each pairs to come forward. It would not disturb the students to complete their writing because they called in pairs not more than 5 minutes for each group.

The teacher’s evaluation was completed. The teacher then went around the class to pay attention the process of the writing. Once in a while, the teacher helped the students who found difficulty. The teacher also asked the students who had completed their writing to submit it because at the end of the learning process, they would be given feedback directly.

The students looked enthusiastic to write. Some of them could finish early and submit their works to the teacher directly. It benefited to both teacher and students because the teacher would have time to correct their writing while the students did not need to wait for long to get the teacher's evaluation.

The time was up. Before closing the meeting, the teacher gave general comment of the students' work and made conclusion. The situation could be illustrated as follows:

T: *"Well, the bell has rang. The time is up. Sebelum ibu tutup, ibu mau memberikan evaluasi secara umum."*

S: *"Baik, mam."*

T: *"Your second tasks are better than first task but most of you masih bikin kesalahan di tenses dan susunan katanya. Untuk ide, sudah mulai berkembang. You did it better. For the next meeting, Ibu berharap you do better than today."*

S: *"Of course, Mam." We promise."*

T: *"Good, I'm sure you can do it. Before closing, any questions?"*

S: *"No, Mam!"*

T: *"If there is no questions. Let's dismiss the class. Wassalamu'alaikum. Wr. Wb. And see you."*

S: *"Wa'alaikumussalam, Wr. Wb."*

From the first meeting and the second meeting we know that students still have the mistakes in the use of tenses and also in organization. So, the teacher must give them the material again about recount text in the next meeting.

3. The Third Observation

The third observation was conducted on June 15, 2015. It was Monday; the schedule of English was in the second and the third period. The first period was used to conduct raising flag ceremony. So, on Monday the process of teaching and learning is started at 08.00 o'clock.

The observer had come into the class early before the teacher came. She directly took a set in the corner as the previous meetings. The students had

been there already. The teacher came. All were ready, the floor and the white board were clean, the seats and tables were on their arrangement. The teacher greeted the students.

After greeting the students, the teacher checked the students' attendance. It was no different from the previous meeting, there were 1 student absent. Then the teacher gave a little motivation to the students in order that they had spirit to learn although their school is a private school. The students were like burnt. They were now full of motivation. The condition could be illustrated as follows:

T: *"Assalamu'alaikum. Wr. Wb"*
 S: *"Wa'alaikumussalam. Wr. Wb"*
 T: *"Good afternoon."*
 S: *"Good afternoon, mam"*
 T: *"Who is absent today?"*
 S: *"I orang Mam yang gk masuk! Khodijah Mam."*
 T: *"Ok, thanks, a ayu!"*

After realizing that, the teacher started talking the lesson. She reviewed the previous lesson, divided the students into several pairs, passed the guidelines and materials and asked them to pay attention the questions followed. Then, the teacher asked the students to write recount text through implementation of SWELL (Social-Interactive Writing for English Language Learners) for the last time. It could be illustrated as follows:

T: *"Baik, you all look ready to learn. In this meeting, we still focus on writing recount text and the technique that we're going to use is the same. It's SWELL (Social-Interactive Writing for English Language Learners). Sebelumnya apa ada pertanyaan?"*
 S: *"Kita di suruh menulis lagi mam,?"*
 T: *"Yes, Ayu! But do not worry, this is the last. Oh iya don't be afraid of making mistake, guys. Mistake will make you perfect, won't you?"*
 S: *"Baik, Mam!"*

The students started writing. They did not look confused as the previous meetings. While the students were writing, the teacher walked around the class to ensure that the students had worked collaboratively. The teacher asked the students who had finished early submitting it without waiting for the others.

Based on the KTSP Curriculum, the first graders of senior high school asked to write simple recount text. It is different from the second grade which asked to write more complex than the first grade. In this level, the students' writing recount consists of orientation, events, and re-orientation (optional) which are written in the simple language. This had been achieved by the X-1 students. It could be seen from their writing result which consist of one paragraph but covered the requirement of recount text.

Finally the students one by one completed their writing. The teacher asked the students who had finished doing their writing to submit directly in order that the time was more efficient. Then the teacher gave feedback after she had finished checking the students' writing task through asking them to come forward in pair as the previous meetings.

The teacher's evaluation had been given. There were a few minutes before the bell rang. The teacher concluded what they had learned at that time and motivated the students not to stop to learn to write. Then to make sure that the students had really understood, the teacher gave a chance to the students to ask anything they did not understand yet. There were no questions. The teacher dismissed the class. The situation could be illustrated as follows:

T: *“Ok, Class! You have done your best. Remember! Do not stop learning to write! Do not be afraid of making mistakes! Kalian punya bakat dan tolong dikembangkan ya.”*

- S: *“Baik, Mam. Ternyata pelajaran Bahasa Inggris menarik juga ya, Mam!”*
- T: *“Tentu dong...heeee! Ok, do you have any questions? Whatever, Please!”*
- S: *“Nggak Mam, Enough!”*
- T: *“Well, so we can close this meeting. Thank you very much for your enthusiastic. Wassalamu’alaikum. Wr. Wb”*
- S: *“Wa’alaikumussalam. Wr. Wb.”*

4.1.2 The results of student’s responses through questionnaire

There are 26 students in the class observed. It means that there will 26 students’ responses. But unfortunately, in the end of the observation, there were one student absent. It means that there will be only 25 responses. These responses are given to know students’ opinion or feelings toward the implementation of SWELL (Social-Interactive Writing for English Language Learners) in learning writing recount text. The students’ responses are gained through spreading of questionnaire to the students. The questionnaire consist of 20 questions; 2 questions about English and writing skill, 1 question about motivation in writing, 1 question about writing in pairs, 1 question about the benefit of writing in pairs, 11 questions about the application of SWELL, 2 questions about the choice of topics and media, 1 question about teacher’s role, and 1 question about the appropriate of SWELL application. The 25 responses could be described as follows:

Question Number 1. Do the students like English Lesson?

No	Criteria	ΣX	N	Total
1.	Very Like	0	25	0%
2.	Like	1		4%
3.	Less Like	10		40%
4.	Dislike	14		56%

Question Number 2. Do the students' frequencies face the difficulty of learning writing in English lesson?

No	Criteria	ΣX	N	Total
1.	Very Frequent	7	25	28%
2.	Frequent	17		68%
3.	Rarely	1		4%
4.	Never	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Motivated	12	25	48%
2.	To be Motivated	11		44%
3.	Less Motivated	0		0%
4.	Unmotivated	2		8%

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

No	Criteria	ΣX	N	Total
1.	Very Easy	10	25	40%
2.	Easy	13		52%
3.	Less Easy	2		8%
4.	Not Easy	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Helpful	5	25	20%
2.	Helpful	18		72%
3.	Less Helpful	2		8%
4.	Not Helpful	0		0%

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	9	25	36%
2.	Stimulate	12		48%
3.	Less Stimulate	4		16%
4.	Not Stimulate	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Helpful	7	25	28%
2.	Helpful	14		56%
3.	Less Helpful	2		8%
4.	Not Helpful	2		8%

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	ΣX	N	Total
1.	Very Helpful	9	25	36%
2.	Helpful	15		60%
3.	Less Helpful	0		0%
4.	Not Helpful	1		4%

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	ΣX	N	Total
1.	Very Easy	10	25	40%
2.	Easy	12		48%
3.	Less Easy	2		8%
4.	Not Esy	1		4%

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	ΣX	N	Total
1.	Very Helpful	4	25	16%
2.	Helpful	10		40%
3.	Less Helpful	10		40%

4.	Not Helpful	1		4%
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Question number 11. Do the students think that giving feedback to their assignment can deepen students' understanding about recount text?

(Editing step)

No	Criteria	ΣX	N	Total
1.	Very Helpful	8	25	32%
2.	Helpful	15		60%
3.	Less Helpful	2		8%
4.	Not Helpful	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Helpful	10	25	40%
2.	Helpful	12		48%
3.	Less Helpful	2		8%
4.	Not Helpful	1		4%

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

No	Criteria	ΣX	N	Total
1.	So Little	15	25	60%
2.	Little	7		28%

3.	Rather Many	2		8%
4.	Many	1		4%

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	ΣX	N	Total
1.	Very Helpful	12	25	48%
2.	Helpful	11		44%
3.	Less Helpful	2		8%
4.	Not Helpful	0		0%

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	ΣX	N	Total
1.	Very Helpful	10	25	40%
2.	Helpful	13		52%
3.	Less Helpful	2		8%
4.	Not Helpful	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Get Easy	10	25	40%
2.	Get Easy	11		44%
3.	Less Get Easy	2		8%
4.	Not Get Easy	2		8%

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

No	Criteria	ΣX	N	Total
1.	Very Interesting	10	25	40%
2.	Interesting	13		52%
3.	Less Interesting	1		4%
4.	Not Interesting	1		4%

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

No	Criteria	ΣX	N	Total
1.	Very Helpful	9	25	36%
2.	Helpful	11		44%
3.	Less Helpful	3		12%
4.	Not Helpful	2		8%

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

No	Criteria	ΣX	N	Total
1.	Very Often	8	25	32%
2.	Often	17		68%
3.	Less Often	0		0%
4.	Not Often	0		0%

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

No	Criteria	ΣX	N	Total
1.	Very Suitable	9	25	36%
2.	Suitable	15		60%
3.	Less Suitable	1		4%
4.	Not Suitable	0		0%

From the result of the questionnaire, it showed that the students gave good responses and enthusiasm through the implementation of SWELL (Social-Interactive Writing for English Language Learners) 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.

4.2 Discussions

There are two results discussed in this part, those are observation checklist and field-notes, and questionnaire. Firstly it is related to the observation checklist result as the first result regarding the overview of the implementation

of SWELL (Social-Interactive Writing for English Language Learners), whether or not it is applicable to be implemented to teach writing and field-notes which can give additional information which are not stated in the observation checklist. Secondly it is related to the result of the closed structured questionnaire. Which could give brief explanation about the students' responses toward the implementation of SWELL (Social-Interactive Writing for English Language Learners), whether positive or negative.

SWELL (Social-Interactive Writing for English Language Learners) was applied in three meetings. There are six steps in these techniques; those are ideas, draft, read, edit, best copy, and teachers' evaluation as proposed by Teo (2006). Before coming up into the first step, the teacher divided the students into several groups based on the students' proficient of writing. The more proficient (labeled as *Helper*) paired up with the less proficient (labeled as *Writer*).

The teacher passed the guidelines regarding the procedure of SWELL to each group. To avoid miss interpretation, the teacher asked the students to pay attention the guidelines given and gave model to each step before it was done by the students whether as *Helper* or *Writer*. Then the teacher let the students start writing. The first step is ideas. The teacher asked the *Helper* to prepare some questions started with "WH". The questions related to character, setting and events which were mostly needed by the *Writer* to construct recount text. The *Writer* answered all of the *Helpers*' questions and wrote it down.

After the information completed to construct a recount text, the writer came to the next step. It is drafting. There are five stages in this step, those are;

1) Helper writes it all. Writes copies it all, 2) Helper writes hard words for Writer, 3) Helper writes hard words in rough, Writer copies in, 4) Helper says how to spell hard words, and 5) Writer writes it all. The teacher chose stage 1. It was chosen based on the consideration about the degree of difficulty of the task. Stage 1 considered as the easiest stage the students could use to construct recount text.

The third step is read. In this step, the writer reads the drafts s/he have written loudly. The helper corrects the pronunciation if s/he can do it. Unfortunately, almost all of the groups skipped this step. They focused on constructing text and neglecting reading their draft. While the teacher also did not remind them. It not only happened in the first meeting but also in the second and third meeting. This step actually benefited them whether or not they had pronounced words correctly particularly to the Writer. The next step is editing. In this step, the teacher asked the students to edit their writing before submitting to the teacher. This editing was based some of criteria, those are; content, organization, vocabulary, language use, and mechanics. Then the teacher asked the students to copy the corrected draft and submitted to the teacher. The next, the teacher gives evaluation by asking each group to come forward. The teacher shows them the strengths and the weaknesses of their writing based on some criteria.

Unfortunately, there was a little problem about the teachers' evaluation, particularly in the first meeting. The time was not enough to give evaluation to the students' writing result. The teacher spent her time in explaining the procedure of the technique. The teacher did this because she wanted to make

sure that all the students understood about the procedure of the implementation of SWELL although she actually has implemented the technique many times in her class. As the result, the teacher's evaluation could not be given at the end of the lesson. Then the teacher's evaluation given in the second meeting. Luckily, it could run well because it was given when the students were doing writing recount in the beginning of the lesson.

In conclusion, the implementation of SWELL (Social-Interactive Writing for English Language Learners) to teach writing text did run well through there was a little trouble particularly in the first meeting. It was about time management. The teacher spent more her time in explaining the procedure of the technique. As a result, the teacher's evaluation given in the second meeting. Besides, the students also skipped one of the procedures of the technique. It was read which emphasized on correcting pronunciation. Almost all of them skipped this step whether in the first, second, or third meeting. The teacher also did not remind them because she focused on helping the students who asked her about vocabulary. Fortunately, SWELL was also workable to help most of the students in writing text. Particularly for those who are less proficient in writing English text. Further, the students' responses are positive toward the implementation of SWELL which was implemented in three meetings.

The implementation of SWELL (Social-Interactive Writing for English Language Learners) had gained the students' responses. The responses are various opinions showed in the closed-structure questionnaire. The researcher provided 20 questions, in the questionnaire based on eight main categories; those are about English and writing skill, motivation in writing, writing in

pairs, the benefit of writing in pairs, the application of SWELL, the choice of topics and media, teacher's role, and the appropriate of SWELL application.

Based on the questionnaire number 1 given to the students there are 14 of 25 students stated that they are dislike English lesson, 10 students stated less like English lesson, and 1 student stated like English lesson. None of them choose very like in English lesson it's because they feel English lesson is very difficult for them. It is the only one foreign language tasted in the national examination. Unfortunately, most of the students do not like this subject much.

In the process of learning writing, students frequently faced some problems. It can be proved by the questionnaire result number 2 which shows that there are 17 tudents frequently face the difficulty of learning witing in English, 7 of them are very frequent while there are only 1 student who rerely faces the difficulty in learning writing. And none of them answered that they never face the difficulty when they are learning writing English.

Based on the questionnaire number 3 the students responded that writing is considered as difficult aspect to learn. The difficulty comes from some aspect, but with using the SWELL the students feel more motivated. It can be seen from the result of the questionnaire which shows that there are 12 students who admit that they very motivated to write during the learning process, 11 students feel to be motivated, and 2 students feel that they unmotivated.

SWELL is focuses on collaborative writing which encourages social interaction among writers and their peers through some activities proposed in SWELL. The students worked with peer, it was important because the students feel easier to write, they could tell their problems as free as to their peer. It can

be proved by the questionnaire result of number 4 which shows that there are 10 students answered very easy if they write a text in pair, 13 of 25 students answered easy write in pair, and 2 students answered less easy write in pair. None of them answered not easy to write a text in pair.

In collaborative writing the students feel to be helped if their in pair, because they can tell some problems as free with their partner. It can be proved by the questionnaire result of number 5 which shows that there are 18 students feel to be helped by their partners' presence, 5 students feel very helpful, and 2 students feel less helpful. None of them feel not helpful with their partners' presence.

Based on the questionnaire number 6, ideas is a step to generate idea, which the writer raises w-h questions to the helper while takes notes then discuss it together. And with raising list of questions it hope can stimulate them. There result show that there are 12 students who admit that raising list of questions can stimulate them in achieving idea, 9 students state very stimulate, and 4 students state less stimulate.

From the questionnaire number 6 can be conclude that raising list of questions makes the students stimulate in achieving idea than giving them a description about what they will write. The result of the questionnaire number 7 proves that there are 7 students who state that very helpful, 14 Of the 25 students state helpful, 2 of them state less helpful, and 2 students who states that after raising list of questions not helpful them a description about what students will write.

Based on the questionnaire number 8, in this step the writer writes a rough draft without worrying about its spelling and grammar meanwhile the helper revises it without using dictionary. And after putting those questions into a draft they can easier to start writing. There are 9 students feel very helpful, 15 students feel helpful, and only one student feel not helpful for her/his that putting those questions into a draft can make easier to start writing.

Besides the questionnaire number 8 we can conclude that many of the students feel easier to arrange into a text after they writing the draft. It can be proved by the questionnaire result of number 9 which shows that there are 10 students answered very easy, 12 students answered easy, 2 students answered less easy, and only one students answered that its not easy for her/his.

From the questionnaire number 10 we know that in this step the writer will read loudly the draft then the helper provides some correction support if there is a fault. From this step many of them feel that this step is help them to find the fault in their essay. We can see from the result of the questionnaire that there are 10 students admit that reading aloud the text is less helpful them to find the fault, 10 studets state that its helpful, 4 students state very helpful, and 1 student feel not helpful.

Questionnaire number 11 is about editing step, the writer and the helper look for carefully to find wrong one. After that, the writer revises its spelling and grammar by using dictionnary. Using this step makes students more understanding in writing. From the result of questionnaire we can see there are 15 students admit that giving feedback to their assignment can deepen their

understanding about writing, 8 students answered that it's very helpful, and 2 students feel less helpful. None of them answered that it's not helpful for them.

Giving feedback and also giving correction can correct students' assignment from error. We can see from the result of questionnaire number 12 that there are 10 students answered very helpful, 12 students feel helpful, 2 students less helpful, and only one student feels that it's not helpful for her/his.

Best copying or copy paste is the writer rewrites the best version of the draft through copying the result of editing step. The result of questionnaire number 13 there are 15 students so little find some error when copying their assignment after they give feedback, 7 students answered little find some error, 2 students answered that they feel find rather many error in their assignment, and 1 student answer feel find many error in her/his assignment.

Teacher's evaluation step is the teacher reviews and gives corrective feedback then leaves some comments for the pairs. Using this step can help students finding their fault. The result of the questionnaire number 14 proves that there are 12 students who feel that this step is very helpful for them to find their fault in their assignment, 11 students state helpful, and 2 students state less helpful. None of them state not helpful.

From the result of questionnaire number 15 there are 10 students admit that after teacher inform where students' error and gives the solution can help them to minimize repeating their fault in their assignment and it's very helpful, 13 students answered that it's helpful, 2 students feel less helpful, and none of them feel not helpful.

The result of the questionnaire number 16, there are 10 students answered very get easy that the whole steps of SWELL in this learning process let them easier in writing, 11 students answered the whole steps is get easy for them, 2 students answered less get easy for them, and 2 students answered not get easy for them.

As a foreign language, teaching English is challenging. A teacher should be creative when she/he is teaching English in the classroom. Giving interesting topics may become one of the solutions to eager students' interest in learning English. In fact, based on the result of the questionnaire number 17, there are 10 students answered very interesting while 13 students interesting that their English teacher give interesting topics during the learning process. 1 student answered less interesting and 1 answered not interesting.

Besides questionnaire number 18, we know that media is very important used in teaching learning writing, the media can facilitate and helps students in learning writing process. There are 9 students agree that this media is very helpful. Another hand, there are 11 of 25 students who admit that this media is helpful to facilitate the learning process. 3 students state that this media is less helpful, and 2 students state this media is not helpful to facilitate the learning process.

A technique plays an important role in teaching and learning to achieve the goals. How good a technique if it is not balanced with clear instruction it will not work well. SWELL is successfully implemented to the students. From the result of questionnaire number 19 shows that there are 8 students answered that teacher very often give instruction, and 17 of 25 students state that teacher

often give instruction during the learning process. None of them chose that teacher less often and not often give instruction during the learning process.

SWELL is a technique in teaching and learning process especially in writing through pairing students up with proficient one and less proficient. This techniques is claimed to be interesting technique because the students will work collaboratively. This argument is supported by the result of the students' questionnaire number 20 which states that there are 9 students who admit that this method is very suitable while there are 15 students who choose that this method is suitable. And a few of them, 1 student who stated that this method is less suitable to be applied during the learning process.