

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study and the definition of key term.

#### **1.1 Background of the Study**

In mastering English, we have to master four language skills. They are listening, speaking, reading and writing. These four skills cannot be separated each other. In Indonesia, English is a compulsory subject that has been taught from elementary level up to university level.

Teaching English as a foreign language is not easy. It has many problems and challenges. However teaching English as a foreign language still faces many problems and challenges especially in terms of material and the teaching method. As teacher, he or she should develop or create some teaching method to help the students develop their writing ability. It means that teaching writing is a process that requires teachers to help the students develop their ideas in written form.

Writing skill is important part of communication, especially for students because writing connects people to communicate each other, people can share their information, experience and ideas in the form of written language. Besides that, written language used in publication, it is like newspaper and magazine. Furthermore written language also needed in the career and economy.

Based on the explanation above, it can be concluded that writing is important for students. Writing which involves more accuracy of form than speaking and better meaning organization is productive skill. (Bashyal, 2009). It can help students to know more about how to express their ideas and thoughts. Besides, it helps them to learn how to form language, how to spell, how to make logical argument, mainly through writing. So writing is needed to be mastered by all students.

As important skill, writing has some difficulties. Many students are not interested in writing. They think that writing is difficult, because in the process of writing the students need to be aware of the rules of writing. It includes the vocabulary use and the structure of the sentences. Sometimes people think that writing is difficult because they must know the punctuation marks, tenses and the appropriate vocabulary. Saban and Erkan (2011) stated that writing is activity that requires certain level of, writing convention, linguistic knowledge, grammar and vocabulary.

Some students usually feel happy to express their ideas in written form, but the others feel unhappy to do it. It could be caused by some problems how to start writing, how to get idea, how to develop the idea, how to arrange, how to organized them well. They are shy to write because they are afraid if their writing is wrong. Based on the explanation above can be summarized that writing is difficult task. So that is why, writing is not an interesting skill for students.

To solve the students' problem, some approaches, and techniques have been set up to overcome it. The teachers have to select or choose some methods or

techniques that appropriate with the condition in the class. Also, the teachers have to provide each stage of writing process. Writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing (Boellstorf and pearce, 2013). During process of writing, teacher should control and facilitate the students.

The teacher should think to be more creative in teaching writing. If the teacher can implement the method or technique, he or she can make the class more enjoyable, and motivate the students in learning process. Students' motivation in learning activity is the main factor to make the learning run well. In this case method or technique influences the result of the study.

In this study, researcher conducts a study on the application of SWELL method. SWELL is the acronym of Social-interactive Writing English Language Learners. It is a method that uses to improve students' achievement in writing, particularly in writing descriptive text. This method was introduced by Teo (2007). In implementing this method, the teacher will pair up the students to work collaboratively, but their level of English proficiency is different. So the more proficient students become tutor for the less proficient students. Through the application of SWELL, the students are able to transfer their ideas easily, get motivation, confidence, active and they can avoid the boredom of teaching method. Furthermore this method can lead the students to write better.

It is a line with research which done by Sri Pujijarningsih. She conducted her research at junior high school with tittle "The Effect of SWELL on Students' Achievement in Writing Procedure Text at SMPN 1V Koto Kampung Dalam

Pariaman”. The researcher conducted her research by herself. It means that she taught the class directly. In implementing SWELL method, she paired up the students into several groups and the students worked collaboratively. She divided their students by their level. Here, the students who had more proficiency were paired up with the less proficient students. When she implemented SWELL method, the students learnt enthusiastically and actively. Then, there was significant different between students who got treatment and students without treatment. The score of students who got treatment was 2300 and the score of students without treatment was 1794.

Nur Ainani Fitria conducted research about SWELL also. The title of her research is “The Use of Swell in Teaching Writing Narrative Texts to Eighth Graders”. She conducted her research in one class. The implementation of SWELL method in her class was same to the implementation of SWELL method by Sri Pujjarningsih which explained above. The purpose of her research was to improve students’ writing on narrative text. Based on her research, the used of SWELL method in her school had significant improvement on writing class mastery. Here, there was 76.5% improvement.

In addition, Musa Al Firdaus conducted research about SWELL method in senior high school. The title of his research is “The Effect of SWELL (social-interactive writing English language learners) Method in Teaching Writing Narrative Text at 10th Grade SMA NU 2 Gresik”. His implementation of SWELL method in class room was like Sri Pujjarningsih and NurAinaniFitria. Then, the

result of his research showed that SWELL method had significant influence in students writing narrative text.

Based on those reasons, the researcher would like to implement the SWELL method in writing class of Junior high school. It is expected to help students to be more interested in writing class. Here, the researcher applies the SWELL method to improve the students' ability in writing descriptive text. The researcher makes sure that the result of this research will be useful in teaching learning process at MTS Islahiyah Kalitidu.

From the above symptoms, the writer is enthusiasts to carry out this research with a title "The Effect of SWELL (Social-interactive Writing English Language Learners) in teaching writing descriptive text at eighth grade of junior high school".

## **1.2 Statement of the Problem**

Based on the background above, this study is aimed at finding the effect of using SWEEL on the ability of writing descriptive text of the eighth grade students of junior high school. The problem of this study can be stated as follows:

Does SWELL (social-interactive writing English language learners) method have significant effect on students' writing descriptive text for the eighth grade at junior high school?

### **1.3 Purpose of the Study**

Based on the research the purpose of the study is to know and to find out the significance influence of SWELL (social-interactive writing English language learners) method in teaching writing descriptive text at eighth grade students of junior high school. The researcher tries to use SWELL method in teaching learning process. The researcher wants to know whether or not they have a positive effect during using SWELL in teaching descriptive text.

### **1.4 Significance of the Study**

Here are some benefits of the study by the researching case:

#### **1. Theoretical**

Theoretically, the result of the study can improve students' writing descriptive text using SWELL (social-interactive writing English language learners).

#### **2. Practically**

The result of this study will help the teacher in teaching learning process and supplying the good English method which will support English acquisition for students. Also, the result of this study will help the students in using SWELL (social-interactive writing English language learners) method to increase their writing descriptive text.

### **1.5 Hypothesis of the Study**

The present study is about the effect of SWELL (social-interactive writing English language learners) in teaching writing descriptive text at 8<sup>th</sup> grade students of junior high school. The hypothesis follows:

“There is a significant effect of the use of SWELL method to improve students’ ability in writing descriptive text”.

### **1.6 Scope and Limitation**

The scope of this study is the researcher will investigate the significance difference in students’ ability in writing descriptive text between students who are taught by using SWELL method and students who are taught without using SWELL method which the material is taken from the curriculum for first semester of eight grades at MTs Islahiyah Kalitidu Bojonegoro. The writer will investigate the study in two classes. The first class will be taught by using SWELL method and the second class will not taught by using SWELL method but taught by using traditional method in writing descriptive text. The scope of the writing is students’ writing ability on descriptive text which students can describe about people, thing, place and animal in the written form. Meanwhile, the scope of SWELL method is students can work together in small group or in pair group toward a common goal. The limitation of this study is the researcher will improve one topic which the material is taken from curriculum KTSP in the first semester that is about describing people, thing, place and animal.

### **1.7 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 is a writing method that combines process and product of writing which students work collaboratively, the students divided into several groups based on their proficient level, student who has more proficient level the role as helper, for the student who has less proficient level the role as writer.
2. Writing is a language skill that used to express idea, tell message and information in the written form.
3. Descriptive text is a text which has specific function to give description about object (human or non-human).