

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

In these days, English language is very important since it holds the role as the global language which is used for the international communication. Due to the importance of the English, this language is taught from elementary school to the higher level of schools. Students are required to master English, both written and spoken to develop their competencies in communicating with the foreign people. Besides, it will also enhance the students' abilities to compete in international world.

In studying English language well, the learners should master four skills like speaking, listening, writing and reading. Writing as one of those skills that very important to studied by learners, because not only speaking which has connected in communication each other, writing too. Good writing can make learners easy to share their idea, information or experience and also science and technology. In case, many learners learning to write fluently in English are much more challenging than learning to speak fluently. Even for advanced level

learners, written communications can come much more slowly in English than spoken communications, Kenneth Beare (2005).

In addition, many students' compositions are poorly organized, insufficiently developed, grammatically awkward, and mainly weak in vocabulary usage, Nur (2012). Some learners think that writing use English language is very difficult, because they should know much language vocabularies and grammar structure also. In teaching learning about writing, most of teacher usually giving the students a simple task and emphasizes on the correctness in terms of language use or grammar only, does not often provide any comment or feedback on their writing assignments. In short, it will make students do not know how to write well and explore their knowledge.

In second grade of junior high school, learners learn about some text, one of them is narrative text which the aim is amuse, entertains, to gain and to hold the reader interest. Narrative text describes events that occur through time that are "related through a causal or thematic chain" Brewer (1980, p. 223). In general, Narrative text involves reading presented as nonfiction such as biographies and memoirs, or fiction such as novels and fables. Narrative text also has generic structures that are orientation, complication, resolution, reorientation and evaluation.

Based on Dymock (2007), Narrative text is stories that tell the reader who did what to whom and why. From that opinion, it can conclude that writing, especially narrative text is not easy. Besides Learners must have high imagination, they are also must mastered much vocabularies and simple past tense as the

grammatical structure of narrative text. In case, several students are having problem in learning simple past tense because the verb is hard to remember and understand. Story grammar or story structure is “an attempt to construct a set of rules that can generate a structure for any story” Rayner & Pollatsek, (1989). That’s why learn the grammar is important too in learning writing Narrative text.

To complete the learners needed, there are many method so help the learners in their writing, such as SWELL method. Based on Nur (2012), SWELL (*Social-Interactive Writing for English Language Learners*) is one of several methods that can be used to improve the students’ ability in writing. According to Charles (2004) Teachers must take a method to establish and maintain a positive atmosphere, a sense of community. Based on Teo (2007), SWELL deals with the integration of the process and product of writing from getting idea until producing the best writing after revision.

In SWELL method the teacher divides students to work in pair, but their levels of English proficiency are different, so that a more proficient student could tutor a less proficient student. Students with higher writing levels are assigned the role of Helper and those with lower writing skills are assigned the role of Writer. They have to carefully follow the teacher suggestion. After teacher gives the picture, following step comprises of generating idea, drafting, reading, editing, best copying, and evaluating by the teacher. Those activities will make their work easier because the student can discuss her/his idea with her/his partner how’s the story based on the picture which gave from the teacher and how to write well.

See the description above, the teacher has an important role in teaching and learning process. The teacher must be able to motivate the students to be more socialize and active in the process of teaching and learning. The researcher found a teacher who implements SWELL at MTs. Darut Tauhid Banjaran-Driyorejo. In the implementation of SWELL in teaching writing narrative text at MTs. Darut Tauhid Banjaran-Driyorejo, the students are more interested enjoy their writing activity using SWELL method. So, the researcher interested in analyzing and describing the implementation of SWELL method in teaching writing narrative text at MTs. Darut Tauhid Banjaran-Driyorejo.

1.2 Statement of Problem

From Background of the Study above, the research question can be formulated as follow:

1. How is the implementation of SWELL method in teaching writing Narrative text at second grade of junior high school?
2. How are student's responses toward the implementation of SWELL method in teaching learning writing narrative text?

1.3 Objective of the Study

Based on the problem statement above, the objective of this study are:

1. Know the use of SWELL method in teaching writing narrative text.
2. Know the students responses toward the SWELL method.

1.4 Significances of Study

Several significances can be taken from this study which is beneficial for teachers, students, and other researchers.

1.4.1 Theoretical significance:

- a. It is expected that the result of the research will generate idea in teaching writing in second grade of Junior high school using SWELL method.
- b. It is expected that the result of the study will give contribution to the theory of the strategies in teaching writing.

1.4.2 Practical significance:

- a. For students, it is expected that the use of SWELL method can be a good way for students in learning writing narrative text. So, the students can enjoy the material and improve their writing skill.
- b. For teacher, the result of this study will give contribution to the method of English teaching learning process especially in teaching writing narrative text.
- c. For other researchers, the result of this study can be used as the reference for people who want to conduct research in teaching learning process.

1.5 Scope and Limitation

The scope and limitation of the research in this study is the implementation of the teacher in teaching writing narrative text using SWELL method including pre-writing and whilst-writing. In pre-writing, teacher introduces the material and asks the students to get the idea, such as:

brainstorming, questioning, imagining, discussion and writing. In whilst-writing, teacher guide the students and give some suggestion to help students if they have difficult to write the paragraph.

While, the limitation of the study the researcher focus on students of eight grades at MTs. Darut Tauhid Banjaran-Driyorejo because the researcher find that the teacher teaches the students in eight grade using SWELL method.

1.6 Definition of Key Term

It is necessary for the author to define the key terms to avoid misunderstanding or misinterpreting. The definitions of key terms are:

a. Writing

Writing is a language skill used to express idea, tell messages and way of sharing information in the written form.

b. Narrative text

Narrative text is a text which tells about story or event in chronological order to entertain the reader.

c. SWELL method

SWELL (*Social-Interactive Writing for English Language Learners*) is a method which applies to improve student's achievement in writing, particularly in writing narrative text, in which students are paired up to write collaboratively, but their levels of proficiency are different.