

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Mastering English has to master four language skills. They are reading, listening, speaking and writing. These four skills cannot be separated each other. English learning process includes listening, reading, speaking and listening as the form of spoken written cycle.

In Indonesia, English as a foreign language is taught at school starting from elementary school level up to the university level. In teaching and learning English process, there are four skills that must be developed; they are Listening, Speaking, Reading and Writing. Writing is one part of four skills that have to be mastered by the students in which they can express their idea.

As productive skill the students have to think how to produce good writing. Graham and Perin (2007) The writing process starts in your head. It may seem a little pedantic to elevate thinking into a separate stage of the process, but how can you start writing until you know what you want to write besides, the great advantage of writing as a means of communication is that you have time to consider carefully what you are going to communicate. In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. In academic life, writing is very important that some school have on line writing center in which offer extra writing advice and

information. It cannot be denied that writing is an essential skill that should be mastered by the student. Beside, writing can affect other skill directly. Through, writing the students can improve their reading ability. It can happen because before writing, students must read first to help them in writing. Through reading several source like books, newspapers, magazines, etc. they learn several new words and expression that can enrich vocabularies, make them easier to generate ideas and finally produce a good writing. In short, the more students write, the more they will read.

In addition, according to Foster (2005) stated that writing good English must be one of the most difficult jobs in the world. In writing, the writers generally spend many hours to think the right words onto paper exactly. Much similar with writing, in speaking the great speakers must be thinking first each word before they speak. In short, the process of writing is almost same of the process of speaking. By practicing writing, a person learns proper word usage to persuade the reader to listen them. The writer does this by using key word at the proper intervals. Therefore, the great writers can become the great speaker. The good writer have mastery of their language including choosing the proper word to convey a particular feeling, finding the perfect descriptive phrases when needed, and using techniques to make key points and phrases memorable and interesting. Thus, if the student are accustomed to choose the proper words when they write, reasonably, they will also get use to using the right words when they speak and finally they skills of critical speaking can be develop.

Even right now, according to Graham and Perin (2007) stated that writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. A well written job application letter, fro

example can make someone get a job or get turned away. Therefore, good writing skills are necessary to communicate our knowledge and thought process clearly and effectively.

Based on the explanation above, it can be concluded that writing is important for students. It can be a great tool to help student know more about the way they think because it can solidify ideas and thoughts, and allows them to reflect on them better than if the ideas remained evolving in their head. Besides, it help us to learn how to form language, how to spell, how to put together a plot and how to make a logical argument or how to persuade, mainly through writing. Hence writing is needed to be mastered by all students,. If they do not write, it means that they cut themselves off from a large community.

Unfortunately, many students are not interested in writing because according to them, writing is difficult. It is in line with Manser (2006) stated that In order to write good English, however, we also need to be aware of the rules that govern the use of words and the construction of sentences. The later chapters therefore contain a review of grammar, a discussion of how words are formed and used in practice, advice on sensitive language issues, a list of words that are often confused (“Is it *continual* or *continuous*?”), and a guide to punctuation (“Where do I put a comma?”). Information about additional reference tools to help with problems of grammar and vocabulary and a glossary of grammatical terms.. Even beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and texts. No wonder that writing is the most difficult of all skills to master, not only for foreign language learners, but also for native speakers. Graham and Perin (2007) Writing is sometimes seen as the “flip side” of reading. It is often assumed that adolescents who are proficient readers must be

proficient writers, too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. Many adolescents are able to handle average reading demands but have severe difficulties with writing.. Therefore learning to write can easily leaves students unmotivated and teaching writing skill is not easy job.

From the observation of teaching and learning process of the students in SMA Nahdlatul Ulama 2 Gresik, the teacher conduct the teaching of writing by only following the instruction on the book, meanwhile, from the interview with an English teacher of SMA Nahdlatul Ulama 2 Gresik, it is known that teaching writing skill in English is a headache for him because it deals with time-consuming process. In addition, many students' composition are poorly organized, insufficiently developed, grammatically awkward, and mainly weak vocabulary usage. Therefore, he gives the least attention to writing in his English class. To solve that he usually teaches writing by giving the students a simple task, such as asking them too create the ending of the story as they like, choosing sentence from the list that tell the story then writing a story in the correct order, completing the text, arranging the group of the sentences in to a text, or completing the paragraphs using the words provided and than giving a suitable title. He usually emphasizes on the correctness in term of language use or grammar that consequently does not motivated students to be creative and critical to construct a good composition in writing. In addition, he also does not often provide any comment or feedback on their writing assignment, so they tend to make the same mistake. In short, in teaching writing, he uses product-oriented approach.

Related with product oriented approach, Bailey (2003) stated that *Academic Writing* is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies. Many students find that they have very limited time to prepare for their courses, and that writing is only one of several skills they need to master. The structure of the book has been made as simple as possible to allow users to find what they want quickly. However, the writing processes it at least as important as the product. Indeed learn that writing is a process in which they can explore their thought and ideas, whereas the product is likely to improve as well.

In conclusion, teaching writing has to provide each stage of writing process. Revising is also become the main component in which teacher should intervene throughout the process and the students should learn to view their writing as someone else's reading. Hence, a technique that integrates both process and product in writing is proposed in this study.

According to Teo (2007) the technique was called *SWELL* stands for *social-interactive writing for English language learners*. This activity deals with the integration of the process and the product of writing from getting idea until producing the best writing after revision. In implementing this techniques, the teacher will pair up the students to work collaboratively, but their levels of English proficiency are different so that a more proficient student could tutor a less proficient student. During the writing process, student with higher writing level are assigned the role of writer. They have to carefully follow the suggested steps given by the teacher. They are generating idea, drafting, reading, editing, best copying and evaluating by the teacher.

The researcher makes sure that this research is needed to know how to improve writing ability as well. The result of this research will be useful and important for writing teaching at SMA Nahdlatul Ulama 2 Gresik.

From the above symptoms, the writer is interested in carrying out a research with a title “*The Effect of SWELL (social-interactive writing for English language learners) in teaching Writing Narrative Texts at 11<sup>th</sup> Grade of SMA Nahdlatul Ulama 2 Gresik.*”

### **1.2 Statement of the Problem**

Based on the background presented earlier, this study is aimed at finding the effect of using SWELL on the ability of writing narrative texts of the tenth grade students of SMA Nahdlatul Ulama 2 Gresik. The problem of his study can be stated as follows:

- Does *SWELL (social-interactive writing for English language learners)* have significant influence to increase students capability in writing at 10<sup>th</sup> grade of SMA Nahdlatul Ulama 2 Gresik in 2011/2012 academic year?

### **1.3 Hypothesis of the study**

The present study is about The Effect of SWELL (social-interactive writing for English language learners) in teaching Writing Narrative Texts at 10<sup>th</sup> Grade of SMA Nahdlatul Ulama 2 Gresik. The result will, therefore shed lights on the following hypothesis:

“There is significance difference between the use of SWELL and without SWELL in improving writing”.

### **1.4 Purposes of the Study**

Related to the research, the purpose of the research is finding out the significant influence of SWELL method in teaching writing narrative text of 10<sup>th</sup> grade at SMA NU 2 Gresik. The researcher tries to use SWELL method in teaching and learning process. The researcher wants to know whether or not they have a positive effect during using SWELL in teaching Writing Narrative text.

### **1.5 Scope and Limitation of the Study**

This subject of this study is 11<sup>th</sup> grade students of SMA Nahdlatul Ulama 2 Gresik. In this study, the writer focuses on the effect of SWELL (social-interactive writing for English language learners) method in teaching narrative text. This research does not use randomization, so that experiment group and control group become equal.

### **1.6 Significance of the Study**

The researcher conducted this study in order to find an alternative technique to know the effect of using SWELL on the ability of writing narrative texts and in increasing student's ability in writing descriptive texts of tenth grade students of SMA Nahdlatul Ulama 2 Gresik. The result of this study can be used as the reference for the teachers to improve the writing learning, May in some kind of writings and some levels. And also the writer hope to the people, with this result, all of the problem in writing skill weakness in Indonesia can be solved.

### **1.7 Definition of Keywords**

In this paper, researcher has been added the keywords to avoid misperception or ambiguous about the meaning for the purpose the reader will be easy to understand about the content of this paper

**SWELL** it stands for *social-writing for English language learners*. It is a writing technique that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of English proficiency are different so that a more proficient student could tutor a less proficient student (Teo, 2007).

**Writing** is one part of four skills that have to be mastered by the students that they can express their idea in writing activity in narrative text.

**Narrative Text** A narrative text is a text that gives either a factual or fictional story. There are many types of narratives namely romance, mystery, horror and even comedy. A narrative is basically used for entertainment or education purposes. The characters of narrative text are; a complication and resulting events, a resolution/ ending.