

The Effect of Using SWELL Technique on Students' Writing Recount Text Ability: An Experimental Research at Grade VIII of SMPN 6 Mataram

Sri Hastuti Novila Anggraini S
tutystarlet@gmail.com

SWELL adalah sebuah teknik yang kepanjangannya adalah *Social-Interactive Writing for English Language Learners*. Penelitian ini bertujuan untuk melihat pengaruh teknik SWELL terhadap kemampuan menulis siswa pada materi *Recount Text*. Penelitian ini merupakan penelitian Experimental yang menggunakan *single group design* dimana kelas yang terpilih sebagai sampel adalah VIII-I yang terdiri dari 30 siswa. Teknik pengambilan sampel yang digunakan pada penelitian ini adalah teknik *judgmental sampling*. Data didapatkan dari nilai pre-test dan post-test siswa. Hasil penelitian menunjukkan bahwa nilai dari t-test lebih tinggi dari pada nilai pada t-table, dimana pada tingkat .05 (95%) yaitu $6.12 > 2.045$ dan pada tingkat .01 (99%) yaitu $6.12 > 2.756$ dengan derajat kebebasan adalah 29. Dengan demikian dapat disimpulkan bahwa hipotesis nol yang menyatakan tidak ada pengaruh yang berarti pada penggunaan teknik SWELL terhadap kemampuan menulis siswa dalam materi Recount Text tertolak. Dengan kata lain, hipotesis alternative yang menyatakan bahwa terdapat pengaruh yang berarti pada penggunaan teknik SWELL terhadap kemampuan menulis siswa dalam materi Recount Text diterima. Hal ini membuktikan bahwa teknik SWELL efektif digunakan dalam pengajaran menulis Recount text pada kelas VIII di SMPN 6 Mataram tahun ajaran 2013/2014.

SWELL is a technique which stands for Social-Interactive Writing for English Language Learners. The aim of this research was to find out the effect of using SWELL technique in teaching writing recount text. This research used an experimental single group design and the elected group of this research was VIII I grade which consists of 30 students. The sampling technique of this research was judgmental sampling. In collecting data, I used pre-test, treatments, and post-test. The finding showed that t-test value was higher than t-table. $6.12 > 2.045$ at significant level .05 and $6.12 > 2.756$ at significant level of .01 in degree of freedom (df) 29. It means that the Null Hypothesis (Ho) which stated that "There is no effect of using SWELL technique on students' writing recount text ability" was rejected. While the Alternative Hypothesis (Ha) that "There is an effect of using SWELL technique on students' writing recount text ability" was accepted. It shows that SWELL technique was effective applied in teaching writing at grade VIII of SMPN 6 Mataram academic year 2013/2014.

Key words: *SWELL, Technique, Writing, Recount*

To make students fluent in using English, the teacher should teach four skills in language learning: listening, speaking, reading, and writing. Four skills are divided into two kinds of skills; those are productive skill and receptive skill. Productive skills consist of speaking skill and writing skill, while listening skill and reading skill are receptive skill. Productive skill means that the skill is used to produce the language to deliver their ideas or expression. While receptive skill prefers to comprehend the language that is used to catch and digest meaning. One of skills that is difficult for students to be mastered is writing skill.

According to Crowther (1995), writing skill is the activity or skill of marking coherent words on paper and composing text. Writing skill is one way to express the idea or thought in communication. When the people cannot interact with other people orally, the people are able to use writing as their way to communicate each other. People can express anything that they want in form of their writings even it is more than what they tend to say. It portrays that people can deliver and express whatever they want through their writing. People tend to write more than they speak, in hence it makes the writing skill important to be mastered.

In KTSP, one of the standard competence that should be learned by the students of junior high school in English subject at grade VIII is to express the meaning and rhetoric steps in short simple essay by using variety of language used accurately, fluently, and acceptable to interact with surrounding environment in form of descriptive and recount text. It shows that the students should be able to deliver their expression through the writing even just a simple story or paragraph and in one side the teacher should teach the students to make a good writing.

English writing is one of important skill that should be mastered by the students in language learning. It occurs because writing is one way of communication. Students can express their ideas, opinions, feelings through writing. As Steiner, (1997) states that writing is an act of discovery in which a good writer is a good thinker, equipped with an essential skill for success in school, in the workforce and in life. It means that writing should be considered as the important skill that should be mastered by people especially for the students.

On the other hand, writing is not a simple activity, but writing is a process. According to Nunan (1991), writing is a process which includes inventing ideas, thinking about how to express ideas and organizing them into understandable as clear as possible. In line with above, Brunswick (2007) mentions that writing is a complex process that involves thinking and composing the consideration of audience and purpose, the use of standard written forms and the use of conventions of written language. It means that to make writing is understandable and easy to be read, people should beyond some steps. According to Oshima (1999), there are four stages that should be beyond to accomplish a good writing. Those are prewriting, planning, revising, and writing the final copy.

Prewriting refers to the stage in which people tend to think about which aspect to focus on, about what they are interested in. While planning means that people make outlining related to the topic and continued by making rough draft based on their outlining. After drafting, it is continued by revising the writing. At the end, they will copy the writing which is ready to be read.

As a matter of fact, there are many students who have difficulties in creating a simple good writing. It occurs because students commonly do not know how to start, finish and to which they concern with. Then, they sometimes are not familiar with the topic that is chosen by the teacher. Hence, it is hard for them to find the ideas related to the topic. Beside that the specific problem of students' writing occurs because of losing their motivation. When they are stuck in the middle of writing process, it is difficult for them to continue the writing. As the result, they are automatically demotivated.

Based on the explanation of English teachers at *SMPN 6 Mataram*, the students' difficulties in learning English writing are influenced by some factors: those are (1) the students are lack of motivation in reading, most of them are lazy to read, in hence the students' writing skill are less even to write a simple paragraph. (2) they are lack of vocabularies, (3) students are difficult in developing ideas related to the topic, (4) they are lack of grammatical feature in writing text, (5), the students are difficult to start and to finish the writing. As a matter of fact, the comments of teachers are the same as the students' responses. They said that writing is boring and difficult activity. It occurs because writing class is only a passive activity. The teacher just comes and asks the students to write without giving any feedback. It is truly not good for the students. Therefore, it is necessary to use a good technique which can improve the quality of students' writing skill.

SWELL is one of the writing techniques used in teaching writing skill. SWELL stands for Social-Interactive Writing for English Language Learners which uses the collaborative learning. SWELL can improve the memory and learning because it is good for the students to organize and generate writing before the students start to write. Besides that, it can encourage the students' motivation on developing the writing skill because of the collaborative writing technique. Moreover, the self-confidence of students and tolerance can be developed through collaborative activities. As the result, this research will concern to identify the effect of SWELL on students' writing ability in grade VIII of *SMPN 6 Mataram*. Specifically, this research focuses on recount text, because it is the essential material of junior high school students and it has essential function which is related to daily activities. Thus, I tend to identify whether the use of SWELL technique is effective on the students' writing recount text ability at grade VIII of *SMPN 6 Mataram* academic year 2013/2014.

The outcome of research is expected to provide English teachers with current theories and the research finding related to the foreign language teaching at junior high school especially teaching writing by using SWELL technique. As a reference to other researcher who wants to investigate about English writing in junior high school in order to supply and develop students' enthusiasm to learn English. Then for the students, this builds well socialized character, teamwork, leadership and credibility among them.

In order to decrease the students' difficulties in writing, it is necessary to use a good technique and one of good techniques for teaching writing is SWELL technique. According to Teo (2006), SWELL is a writing technique which is supported by some theories related to collaborative writing theories, technique of teaching writing, and teacher as providers. SWELL is a technique which is based on social interaction by pairing students up in making writing.

According to Storch (2011), collaborative writing is the joint production of the text by two or more writers. In line with above, Harmer (2007) states that writing is a cooperative activity in which develops ideas of the students which might not come up with their own. SWELL is a technique which combines social interaction and writing activity. It refers to on how students develop their writing trough sharing and discussion with their partner. Teo (2006) states that SWELL not only gives teacher more quality time to work with students but also provides students with plenty of opportunities to brainstorm ideas and to learn from each other. SWELL is a pair work activity which consists of Helper and Writer in which a helper is a student who is in the high level, while the writer is in the low level. It means that helper and writer decide based on the students' proficiency. Moreover, the role of teacher here is a facilitator or provider in which the teacher will control the learning process and also be a feedback provider. As Raja (2012) maintains that group work and pair work is a class management strategy in which the role of teacher in teaching is a facilitator.

There are some procedures of SWELL technique that beyond by students as Teo (2006) mentioned. The first stage is Idea in which the writer started to develop idea by answering the question from the helper that has been provided by the teacher. During answering question, the writer also made notes based on his answers. After that, the writer started to make his writing draft. Meanwhile the helper help the writer by writing down some difficulties words and tell him how to pronounce those words. When they have finished drafting, the next stage is reading aloud and revising. Firstly helper and writer read aloud writing draft together and then started to revise. They look at the draft whether the writing is still lack information, unstructured, or even less been well form. In one side, the also do editing by asking some question to themselves that has been provided by the teacher. There are some question that should be answered by writer and helper. Taken the example Helper will ask himself whether he has understood what the writer tends to say and also the writer will ask himself about does helper understand my writing. At the end, the writer will do final copy in which that writing is ready to be read. Then the last stage is the role of teacher in giving feedback towards the students' writing.

METHODOLOGY

This research is experimental research which is expected to find out the significant effect of using SWELL technique on students' writing recount text ability. This research implemented One-Group Pretest – Post test Design which consists of one group of participants. The population of this research is 199 students of grade VIII of SMPN 6 Mataram who are divided into seven classes. This research used judgmental sampling which consider information is based on the personal judgment of the researcher. Therefore the elected grade is VIII-I that consist of 30 students and it is considered as the sample that can be a representative for the population.

There are two variables in this research: independent and dependent variable. SWELL technique is the independent variable that will affect the other variable. While the dependent variable is students' writing that will be affected by independent variable. Moreover, the kind of data of this research was quantitative data that can be measured statistically and it was directly taken from the students' achievement. Afterwards the sources of data came from the students of grade VIII of SMPN 6 Mataram and lesson plan. The way that I used to collect the data was by using documentation such as preparing lesson plan, students' test, media, material and material.

In this case, I used achievement test in order to measure the ability of students. The instruments used in this research were pre-test and post-test. Pre-test was the first step in gathering the data before I gave treatments and it was a writing test. While the post-test was conducted in order to know the progress of students before and after the treatments.

Meanwhile to analyze the data I used repeated measure to identify the effect of using SWELL technique on students' writing recount text ability. I used this formula in order to know the standard deviation of this research.

$$SD = \sqrt{\frac{\sum D^2 - \left(\frac{1}{N}\right)(\sum D)^2}{N-1}}$$

Here, $\sum D^2$ is a total amount of D^2 , and N is the total number of sample. While $\sum D$ is a total amount of D . Next, the formula above will be continued by using this formula:

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

In which \overline{SD} is corrected standard deviation and SD is standard deviation that is got from the previous formula. Then, it is continued by searching the t_{obs} value, in which t_{obs} is a degree of differences. This calculation compares the value of t_{obs} with the t-table to know the difference of students' achievement in writing recount text which is resulted from both tests. The value of t_{obs} is calculated by following this formula:

$$t_{obs} = \frac{\overline{X_2} - \overline{X_1}}{SD}$$

Here the \overline{X} is the mean of each X and $\sum X$ is the total amount of each X . After obtaining the t-test scores, it is tested at two significant levels: .05 (95%) and .01 (99%). The result of the test can be interpreted by using the following formula:

- a. If $t\text{-test} \geq t\text{-table}$ at the confidence level .05 and .01, H_0 is rejected.
- b. If $t\text{-test} < t\text{-table}$ at the confidence level .05 and .01, H_0 is failed to be rejected.

To find out the degree of freedom (df) the researcher will use this formula:

$$df = N-1$$

FINDINGS

The Implementation of SWELL Technique in Teaching Recount Text

There are some activities that were done in implementing SWELL in teaching recount text. This data collection started from conducting Pre-test in order to know the current ability of students. After conducting pre-test, I continued by explaining them about what actually recount text, what the function, generic structure and language feature of recount text. Then, I started to explain them about SWELL. Firstly, I divided the students into pair work in which some of them are acting as helpers and the rest acting of writers. Meanwhile I continued to describe about the

procedure of SWELL related to guidelines of the SWELL technique. I tended to explain clearly step by step about what actually they were going to do. I had to be sure that helper and writer knew their each roles.

Basically most students were still not familiar with SWELL, because it was still new for them hence at the first meeting the class is so crowded and noisy. They need a bit time to understand the stage and their role. At the end they understood and it was fun for them. When they did practice writing recount text by conducting collaborative writing consisting of helper and writer, they kept following the stage which had been explained by researcher; in hence they could create a good writing based on their discussion. After that, I gave students post-test in which each student chooses one from three topics that they had written in conducting treatments, those are holiday, extracurricular activity, and party.

This research was conducted in three weeks to complete the whole process of collecting data. It consisted of five meetings. This research was completely conducted in grade VIII-I from November 11th-27th 2013. Basically, the post-test should have been conducted on November 25th, however there was no class at the day because of teacher day, thus the post-test moved to November 27th.

After analyzing the data, there are 9 students who got up to minimum standard scored 75 and 13 students who got under the score 60 in pre-test. By looking the result of pre-test, most of students who got under 60 score did not know about recount text and the language feature of the recount text itself. Many of them made mistake in generic structure, grammatical accuracy and the content of their story. They could not develop their writing sequence. It means that the students of grade VIII-I have low ability in writing recount text.

On the other hand, after giving treatment and conducted the post-test there are 22 students who got score up to minimum standard score. Those students have been able to write a good recount text even though some of them still made a bit mistake of grammatical accuracy like not using past verb in some words. Basically almost all of them had a progress in writing which was proven by the scores of post-test are higher than the score of pre-test. However, some of them just had a bit progress in hence some of them still had score under the minimum standard score. Besides that there is one student whose post-test score is lower than pre-test. It occurred because her writing was not good. She did not write complete content related to the topic and then her writing was not well organized. It made her get low score. However, applying SWELL technique in teaching writing recount text gave positive effect toward the students.

DISCUSSIONS

Based on the result, the researcher would like to interpret that there is an effect toward the students' ability in writing recount text. It was seen and discussed through comparing the t-table and t-obs. By analyzing the data, it showed that the mean score of the post test was about 76.13 and it was higher than the means score of pre-test which was round 61.97. In one side, the researcher took one tail test in order to know the t-value of this research in the level is .05 (95%) with (2.045) and level .01 (99%) with (2.756) in degree of freedom (df) 29. These values are the minimum coefficient for the difference in scores to be significant. Furthermore, comparing the t-table and the t-observe can be concluded that there is a significant improvement in students' writing recount text ability.

Table 1.3
The result of t-test and t-table

t-test	t-table		
	Df	.05	.01
6.12	29	2.045	2.756

By looking at the table 4.1.3 the researcher can take conclusion that there is a significant effect toward the students' ability in writing recount text. It was proven by comparing between the result of t_{obs} and the t_{table} that shows the value of t_{obs} is higher than the t_{table} . Therefore it means that SWELL gave a significant effect towards the ability of students' writing especially for recount text. In one side, it shows that SWELL gave much contribution and positive influence to students' writing. SWELL technique gives students the way to write collaboratively and how to respect each other in developing ideas of writing. By applying SWELL, students can refresh their minds before starting writing. Students are able to think what they tended to write through discussion with their partner. SWELL can help students develop ideas based on theme or topic provided.

Based on the result, it is concluded that SWELL technique gave influence toward students. It was truly helpful by conducting discussion before writing. The students learned how to develop ideas based on the questions that had been asked by their partner. Students learned actively and enjoyed the learning process so that it really helped students to create a good writing especially for the recount text.

On the other hand, applying SWELL in learning process also gave some weaknesses such as students who acted as the helpers never practice to write because of their role. They just guided the writer in order to help him develop and create ideas of writing based on the steps provided. Helper acted as reviewer and editor in order to give some comment about the writing of the writer. However, SWELL technique truly gave much contribution in order to create a good team work between helper and writer. SWELL taught students to be great team work by supporting each other.

Consequently, since the t-test showed about 6.12 which was higher than t-table with level .05 (95%) with 2.045 and .01 (99%) with 2.756. It means that the Null Hypothesis (H_0) which stated that "there is no effect of using SWELL technique on students writing recount text ability" is rejected, so the Alternative Hypothesis (H_a) which stated that "There is an effect of using SWELL technique on students writing recount text ability" is accepted. As the result, using SWELL technique on students' writing recount text is effective toward students of grade VIII in SMPN 6 Mataram.

CONCLUSION

Based on the data analysis and the result of discussion that have been done, it can be concluded that SWELL technique was able to give a significant effect toward the students' writing recount text ability at grade VIII I of SMPN 6 Mataram. It was seen from the result between pre-test and post-test. The average value of post-test was about 76.13 higher than the average value of pre-test which was about 61.97. Therefore, it proves that the SWELL technique give an effect toward the students' writing recount text ability. From the analysis, this research took one tail test in order to know the significance effect of SWELL technique toward students' writing recount text ability. The result showed that the t-test was 6.12 higher than that of the t-table which was in the level .05 (95%) with 2.045 and .01 (99%) with 2.756. As the result, the conclusion is using SWELL technique is effective to improve students' writing recount text ability at grade VIII I of SMPN 6 Mataram.

SUGGESTIONS

The suggestions provided by the researcher are:

1. For Teacher
 - a. The teacher should be active in teaching learning process.
 - b. The teacher should use SWELL technique in teaching writing in order to improve the writing ability of students because writing is one of essential skill for the students.
2. For students

By using SWELL technique in teaching writing, it is expected to develop the students' ability that is able to write grammatically, accurately and orderly. Furthermore, it is expected to improve the students' motivation in writing process. Therefore, SWELL technique is expected to improve the writing ability of students.
3. For Future Researchers

Writing is a complex activity, for others who want to research more about SWELL technique is expected to try on the different sample.

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