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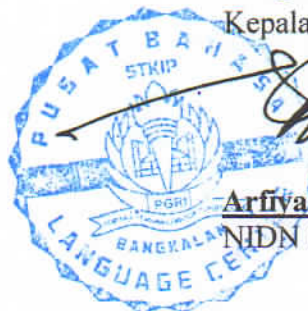    Nama Jurnal   : SELL Journal

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# The implementation of social interactive Writing for English Language Learners (SWELL) method

*by* Moh Hafidz

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# The implementation of social interactive Writing for English Language Learners (SWELL) method in teaching writing of narrative text at tenth grade students of SMA As-Shomadiyah Bangkalan

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**Abstract:** The study conducted in SMA AS-Shomadiyah Bangkalan because the researcher found out that the students of SMA AS-Shomadiyah Bangkalan have several problems in teaching-learning English, especially in Narrative Text. They have difficulty to understand texts and the generic structure of Narrative Text and also in the changing of past participle especially the irregular verb. These problems are caused by several factors. First, they have difficulties in understanding the Narrative Text and they also have lack of vocabulary of past participle verb especially the irregular verbs, so they still find it difficult to write Narrative Texts. Second, the students do not seem to enjoy English writing lesson because the teacher just asks students to do the exercise based on the text book. It makes students bored and exhausted. In this study, the teacher used SWELL (Social-Interactive Writing for English Language Learners) method as the alternative method in teaching writing. The objective of this study is to know the implementation of SWELL in teaching writing narrative text at tenth grades students of SMA AS-Shomadiyah Bangkalan and to find out the students responses in the implementation of SWELL in teaching writing narrative text at tenth grades students of SMA AS-Shomadiyah Bangkalan. The design of this study is a descriptive qualitative design. The instruments used in this study consist of observation checklist and interview. Finally, after implementation of SWELL the researcher believe the student's writing ability of tenth grades students of SMA AS-Shomadiyah Bangkalan can be better. They interest to write and explore their ability well.

**Keywords**: SWELL (Social-Interactive Writing for English Language Learners), implementation, writing

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English is one of the most important subjects in Indonesia. As the curriculum stated, the main purpose of teaching English is to develop four language skills of the students: listening, speaking, reading and writing. Writing as one of those four language skills, plays very important role in the context of English teaching in Indonesia.

As a productive skill, writing is needed in our daily life. According to Kelly, writing is the important form of communication because it can be a solution when a spoken communication is not possible. Similarly, Haliday in Nunan also said that as the result of cultural changes, writing has developed in societies gradually as a communicative need that cannot be made by spoken language. It means that if we cannot communicate with other people directly in oral, we can write it and if we cannot reach them by phone, we can send them a letter or an e-mail.

Unfortunately, many students are not interested in writing because according to them, writing is difficult. It is in line with Bell and Burnaby's statement in Nunan that writing is a complex process that requires the writer to demonstrate the control of several variables - including the control of format, sentence structure, vocabulary, pronunciation, spelling and letter formation at once. No wonder that writing is the most difficult of all skills to master, not only for foreign language learners, but also for native speakers.

The problem might be caused by the teaching of writing in many senior high schools still uses monotonous and traditional. Yet, its condition was being worst by the fact that the way of teaching at SMA AS-Shomadiyah Bangkalan was based on the text book only without any variation which can bring students be more active and motivated. Moreover, the students had difficulties in understanding the generic structures of narrative text and the changing of past participle especially the irregular verbs. Hence, a teacher should be smart in choosing an appropriate strategy of teaching writing.

Because there are many problems faced by student in writing, the researcher interested in taking research with the title "The Implementation of Social Interactive Writing for English Language Learner (*SWELL*) in Teaching Writing Narrative Texts at Tenth Grades of SMA AS-Shomadiyah Bangkalan".

In *SWELL* method students are divided into smaller groups, where students are paired up. According to Lubis if the class is a large one, it is a good way to give students opportunities to work in small group. Its condition was suitable with the number of the students' tenth grade of SMA AS-Shomadiyah Bangkalan which is 25 students whose English ability was not good. Then they work collaboratively to write a narrative text. They have to follow carefully the suggestion steps by teacher. They are generating idea, drafting, editing, best copying and evaluating by the teacher. Thus, the role of teacher here is as facilitator – preparing students how to conduct *SWELL* – monitor, feedback provider and also motivator.

Based on the description above, the researcher chose *SWELL* technique to teach writing because this technique makes the students become more confident, active and independent in the writing class.

Those were the reasons why the researcher used *SWELL* technique to be implemented in writing class of senior high school. It is expected to help the student of senior high school to be more enthusiastic in learning writing.

## RESEARCH METHOD

In this research, the researcher used descriptive qualitative design to describe and obtain data from the research. The object of this research was at SMA AS-Shomadiyah Bangkalan which was located at Burneh, Bangkalan. There are 3 classes in SMA AS-Shomadiyah Bangkalan. In this research, the researcher employed cluster purposive sampling in selecting the sample. Therefore, the researcher took X grades of the students as the sample of this study. There were 25 students in this class. It was because the English teacher has been teaching Narrative text. Therefore, the researcher felt interested to make a research.

Data collection technique refers to the specific research strategies for gathering information relevant to particular explanation being tasted or explore. The data that researcher collected from the data-sources, are:

1. The researcher observed the class by joining teaching writing by using *SWELL* Technique then made an observation checklist which contained of 10 indicators and the researcher gave score by choosing yes or no for each indicator. The researcher uses structural observation.
2. Interview is the second instruments used in this study to obtain the data. To support the data collected through observation, interview conducted to get information from students and teacher directly. The interview with the students was administrated out of the formal class. The researcher interviews students of the X-A of SMA AS-Shomadiyah Bangkalan.

Data analysis method is the process of systematically searching and arranging the interview transcript, field notes and other materials that we can accumulate to increase our understanding of them and to enable us to present what we have discovered to others.

In this research the obtained data was analyzed descriptively, they are:

a. Collecting the data based on the observation and interview.
b. Analyzing the data from the observation and interview.
c. Making the conclusion of the observation and interview.

## RESULT AND DISCUSSION

The researcher came to tenth class of SMA AS-Shomadiyah Bangkalan 8th Mei 2019 at 09.00-10.00 and the researcher met Mrs. Ratna Sarifah Aini as the teacher. The researcher asked permission to the teacher to join the class. Before starting the lesson, the teacher greeted the students and checked the roll.

The Teaching Procedures

The students can easily understand the materials have given by the teacher if the teacher's technique is good. The teaching technique can also influence the students' understanding the lesson. Some of the students would be interesting in paying attention and listening to the teacher's explanation if the teacher's technique was appropriate.

1. Greetings

Generally, in SMA AS-Shomadiyah Bangkalan, Salam (Assalamu'alaikum) and good morning is used in greeting between the teacher and the students. Such as following short conversation:

Teacher         : Assalamu'alaikum Wr. Wb?
Students        : Wa'alaikummussalam Wr. Wb Miss.
Teacher         : Good morning students.
Students        : Good morning miss.
Teacher         : How are you today?
Students        : I am fine, thank you and you?
Teacher         : I am fine too, thank you.

2. The Implementation of *SWELL*

According to Teo (2007: 22) there are six steps of *SWELL*, those are:

a. Generating idea. In this step, the teacher asked the students to make a draft of narrative based on their ideas. And the students were given 45 minutes to make a draft.

b. The next step was drafting. The teacher asked the students to make draft of narrative text based on idea that have made before.

c. The next step was reading. In this step, the teacher asked the students who is as helper to read the draft of narrative text.

d. The fourth step was editing. The teacher did the fourth until sixth steps at the next day. In this step, the teacher asked the writer and helper to look at the draft together and considered what improvements might be necessary.

e. The next step was best copy. The teacher asked to the writer to copies out a neat or best version of the corrected draft.

f. The last step was teacher's evaluation. In this final step, based on the result of writing assignment that students turn in, the teacher provides explicit instruction in writing and grammar or provides other corrective feedback. Then, review the comments together. In this last step, teacher's intervention is provided as one way to increase interaction with students in a crucial stage of writing task process.

Beside the observation above, the researcher also showed the result of her observation like this:

Table 4.1 observation form for teacher

Teacher's observation

| No | Indicators | Yes | No |
|----|-----------|-----|-----|
| 1 | The teacher explain the material | ✓ | - |
| 2 | The teacher implements a good method to teach | - | ✓ |
| 3 | The teacher gives feedback to the students | ✓ | - |
| 4 | The teacher uses good media in the class | ✓ | - |
| 5 | The teacher gives attention to the students | ✓ | - |
| | Percentage | 80% | 20% |

In table 4.1, it explained about the result of the observation for teacher that from all of 5 items of checklist, there were 4 answer or 80% by using "yes", it means that the teacher was good in explaining the material, giving feedback and attention to the students and using good media and 1 answer or 20% by using "no", it means that the teacher was not good in applying the method when the teacher taught in the class because it's too monotonous, the teacher should find a better method to make the students interested to study.

Therefore the researcher can make conclusion from the first observation by using checklist for the teacher on the criteria that the result was good, it means that the teacher could teach narrative text well in the class.

The conclusion about the teaching procedures above is the teacher did the teaching and learning process well and also she applied the *SWELL* method in teaching writing very good.

Based on the data of the observation by using checklist, the researcher can conclude that the result was good. It is proven by the result from table 4.1 which has shown that 50% of the answering using good, it means that the teacher could explain the material

when she taught in the classroom, she conveyed the material perfectly. Therefore, the students felt interested to learn narrative text by using *SWELL* method.

It has been stated in chapter one that this study is aimed at answering the statement of problem. The first, how the *SWELL* is implemented in teaching writing narrative text at tenth grade students of SMA AS-Shomadiyah Bangkalan. And the second, how student's responses in the implementation of *SWELL* in teaching narrative text at tenth grades of SMA AS-Shomadiyah Bangkalan after using *SWELL*

The use of this method was started by explaining how this technique would be applied. The teacher uses this method because she thinks that this method is suitable for teaching writing and can get result from the process teaching at class itself. The researcher believe that with this method the students in the classroom more active. The students by this method could improve their writing ability and make the students did not afraid to make mistake when they write.

In the realization of swell method, the use of swell method based on Teo there are six steps. They are generating ideas, drafting, reading, editing, best copying and evaluating by teacher. By using those steps, the researcher concluded that the implementation of *SWELL* make the students can be more active in writing narrative text.

Talking about the implementation of *SWELL* method in teaching writing narrative text, researcher also observed the student's responses and method has influence the students' ability in English writing. In this study, they learned how to write correctly.

Therefore, from the observation that have been done for twice in that class, The researcher also interviewed some students to get respons about the use of *SWELL* as validity research and from the interviewed which have done.

The researcher conducted the interview after the lesson in the second meeting to the students. She asked about their responses after teaching used *SWELL* method.

The responses were very satisfied to the researcher. Almost 75% of the students agree with this method to be applied both in English class and the other. This method helped them to understand the text and improve their writing ability.

By learning with the other students, they can finish the task fast. Because to write the alone is different with write together. When they find difficulties about meaning (content), order (organization), style (language use) and vocabulary), and mechanics (spelling, punctuation, and use of capital letter) the other students who have high ability will help to correct them and the teacher if needed. The class also became more active; they concentrated to their group and the task given. So everybody was getting involved to this lesson. But there were some problem which face by the students. Some of them did not notice the group; it may because there were no interest to the lesson and their group.

In the observation data, both the teacher and the students looked enjoying the lesson. This method was not teacher centered but students centered. The teacher as the

facilitator and controller in the class, so the students were insisted to be more active in this teaching writing therefore they can express their opinions.

**The Apply SWELL Method of Narrative Text in Teaching Writing**

Based on the observation the researcher knows that the use of swell method of narrative text in teaching writing on the first grade students at SMA AS-Shomadiyah Bangkalan. The researcher observed the students by joining the class and took a picture of all the activities.

One of the factors, which influence the successful of teaching and learning English, is technique used by the teacher. The students can easily understand the materials given by the teacher if the teacher's technique is good. The teaching technique can also influence the students' understanding the lesson. Some of the students are interested in paying attention or listen to the teacher's explanation if the teacher's technique is appropriate to the students.

In teaching and learning English, especially when the teacher teaching writing, she tried to use a method which called swell method. *SWELL* method is a design that provides opportunity for discussion between student who have high proficiency and students who have low proficiency. It is strategy that centers on shared how to write narrative text, and exchange of ideas in class. It gives opportunity for all to express their ideas, thus emphasizing the process of make a narrative text based on their ideas. In other words, students are not passive. They can make narrative text with their groups. Students are allowed to develop critical thinking ability, learn to evaluate ideas, concepts, generic structure and procedures to make narrative text.

For instance, a student who participates in swell method learns to support his/her idea, based on facts, too. He/she appreciates the need to argue logically, define clearly concepts and terms, and examine, critically rules, principles and constructs. Such a student learns to develop value processing skills in relation to changes that occur in his society.

The researcher concluded that the implementation of swell method was related to the theory that has been written by Teo in his journal; *SWELL: A Writing Method to Help English Language Learners.*

## CONCLUSION

The conclusions of this study are concerned with the summary of the findings. Later, several points in the use of *SWELL* method can be concluded as follows:

Based on the observations which have done in tenth class of SMA AS-Shomadiyah Bangkalan, the way of teacher in apply swell method are:

1. The teacher divided the class into five groups, each group consist of the higher level student as the helper and the lower students as the writers.

2. The teacher asked the students to make a draft of narrative text based on their idea and asked them to do it with their group
3. The teacher asked the students to read loudly the draft then the helper provides some correction support if there is a fault.
4. The teacher asked to the writers and helper looked the draft together and considered what improvements might be made. They had to inspect the draft more than once, checking the following four swall criteria: meaning (content), order (organization), style (language use and vocabulary), and mechanics (spelling, punctuation, and use of capital letter).

Here, the researcher will give suggestions in teach writing on the student:
1. The students

The students who join the English class should prepare the English stuff like, dictionary and book. When the teacher giving explanation, giving instructions or say anything that cannot be understand by them, they can take a note of it and figure it out from their dictionary. Therefore they know what the meaning of those words. Beside that, when the teacher asks them to make a text, they can look for the word that they need in dictionary. Therefore they can make narrative text easily. In writing narrative text, the students don't need to shy, if they face the difficult when they write, they may ask to the other friend, and also the teacher. The students have to learn and more learn to write.
2. The teacher

The teacher has to pay attention to the teaching method and technique. The teacher should give valuable to the students to know their ability

3. The next researchers

The researcher can be able to explore deeply on his research, therefore it got a good value and significance

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