

## CHAPTER I INTRODUCTION

### A. Background of The Study

English is the first foreign language in our country. which is taught from Elementary level to University level. English is also intensively used international communication. There are four basic skills to be mastered in English Language such as: Speaking, Listening, Reading and Writing. As generally known that writing is the most complex and difficult among the language skills. Writing does not only need what to write the content of the writing but also the method or technique or procedure how to write what you want to write down. In other words, writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word.

One of the language skills that should be learned is writing skill. Writing is one of the four skills that are important to have in our daily life that's why it is very important to study it. According to Hyland (2002:7) stating that in many schools writing is principally conducted to demonstrate knowledge of decontextualised facts with little awareness of a reader beyond the teacher examiner.

Based on the phenomenon where the researcher did observations to students in SMP N 2 SELESAI, the researcher found that the students still have low in writing especially in procedure text. This evidence is also supported

writers' interview and observation at SMP N 2 SELESAI. The phenomenon is seen the table bellow.

**Table 1.1 The Percentage score of students' ability in writing taken from grad IX at SMP N 2 SELESAI 2013-2014**

Semester	KKM	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2012/2013	75	< 75	24 Students	74.7	50.9
		≥ 75	8 Students	22.2	
2 <sup>nd</sup> Semester 2013/2014		< 75	24 Students	62.7	54.5
		≥ 75	11 Students	33.9	

*Source: Students' accumulated score of writing english Grade IX at SMP N 2 SELESAI academic year 2013/2014 and 2014/2015.*

The finding really proves that the students' achievement in writing is bad. There are some reasons that to be case, such as the students feel difficult to choose the word, the students still had low in vocabulary, and the students spent a great deal of time in copying models rather than expressing their own ideas creatively in writing. It can be assumed that teacher have important role to assist the students in overcoming the problem of student's procedure writing achievement. Students need someone to encourage them, to support them during each phase of their writing. The best way to encourage students to become practiced writers is suggesting them to write often, especially their ideas by preparing for composing, actually composing and revising students learn the phases of the writing process.

As an English teacher, we should be creative to find a good and appropriate way to help students to get knowledge, to be able to write a paragraph,

especially mastery the forth skills, moreover in an entertaining and enjoyable way so they will not feel bored in the class.

Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques. So teachers should be able to choose a suitable method in order to create a better, interesting and communicative teaching and learning process. Based on the explanation above, the writer is interested in applying SWELL.

Dealing with the facts previously mentioned, the researcher needs to try to carry out a study in teaching writing. In this case, the researcher believes that SWELL is very good method to be applied in teaching writing, especially for procedure genre. It is also an interesting and suitable method. By applying this method, students are assumed to be more love in writing because this method the students more active, enjoyment, interesting way to the class without makes students become lazy in writing.

SWELL is *the acronym of social– interactive writing for English language learners* it is a method that was applied to improve student's achievement in writing, particularly in writing procedure texts. This method was introduced by Teo (2007). By using SWELL method, it was expected that students' achievement in procedure writing could be improved because SWELL method provides “wh” question as the guidance for the students to get ideas, in which a student would be asked this question to her or his friend and her friend would be given her or his answers and they are discuss it together interactively. By asking that question, it would be given stimulation for the students to generate ideas and develop their

ideas in the directed way. So it has been easier and enjoyable for the students to write a text.

Based on the description of SWELL and procedure text above, the researcher choose SWELL method to teach writing because this method make the students become more confident, active and independent in writing class. In SWELL, the students write collaboratively in pairs that consisted of the higher and the lower student, this kind of pairing hopefully a more proficient student could be a tutor a less one. Through the application of SWELL, the student are able to transfer their ideas easily, get motivated, get activated, and they could avoid the boredom of the conventional teaching method, besides this method can lead the students to write better. Those were the reasons why the researcher use SWELL method to be implemented in writing class of junior high school. It was expected to help the student of Junior High School to be more enthusiastic in learning writing. Here, the researcher wished having a collaborative to apply the SWELL method to improved students' writing ability.

From the explanation above, the writer is interested in conducting a research under title “The Effect of Using SWELL on Students’ Achievement in Writing Procedure Text”

#### **A. The Problem of the Study**

Based on the background of the study, the research problem is formulated as follows:

“Is the students’ achievement in writing procedure text taught by using SWELL method higher than the students’ achievement taught by using Demonstration method?”

### **B. The Objective of Study**

The objective of this study is to find out whether the using SWELL Method effects students’ achievement in writing procedure text or not.

### **C. The Scope of Study**

Based on the background of the problem and identification of the problems mentioned above, this study will be limited to the effectiveness using SWELL as method in teaching writing procedure text, since this method is expected to affect students’ achievement in grade IX.

### **E. The Significance of the Study**

The finding of this research is expected to be useful for:

- 1) Teachers of English who might consider the implementation of SWELL to improve their teaching learning process especially in teaching a procedure text writing.
- 2) Students who might use this information to enlarge their knowledge in writing a procedure text.
- 3) The researchers who want to do further research about this topic.