

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is very important in this globalization era as the international language. English as the global communication makes each country exchange the information on various issues and people can communicate with others from different country. In Indonesia English has important position for several aspects of life, such as in economy, politics, technology, tourism, etc. This is the reason why the government of Indonesia considers English is important to be taught in the school as the foreign language.

In accordance with the curriculum unit level language education, language learning goals at school is students are able to use language. Language skills are taught to the students to be able to listen, speak, read and write well.

There are four language skills should be mastered by the learners in their effort to study a language well namely listening, speaking, reading, writing. Writing, a way of making communication in written is a special skill because people can communicate with other people, share ideas, information, or experiences without seeing each other.

Writing is one of the most important skills in learning language besides listening, reading, and speaking. As one of the basic language skills, writing has a very complex process.

Oshima and Hogue (1981:5) state that writing is the most difficult of the language skill in language learning. Therefore writing is not as easy as some people think. Before writing, the writer needs to determine what to write, have to think the idea about the topic that want to write. A writer should have something meaningful, clear, precise, and unambiguous words.

There are 5 component scales that should be measured in writing, namely content, organization, vocabulary, language use and mechanics (Jacob1983:39). The content concerns the invention of writing having something to say. The organization component addresses disposition or rhetoric principles of arrangement. Vocabulary, language use and mechanics together deal with elocution of the linguistic and mechanical principles for effective delivery of discourse.

Writing skills are taught in school has a goal that students are able to write well and truly of writing words, phrases, clauses, sentences, paragraphs, essays, overviews and discourse. Therefore, writing is referred to as a productive and expressive activity.

Since English is the foreign language in school, students have problem in writing and still many students find difficulties in writing and also difficult to reach the 5 component scales above. Writing is not as easy as people think as Nunan (1999) states that writing is the most difficult skill among four language skills, Mc Crimmon (1988) also states that writing is the most difficult skill in learning process. Realizing that writing paragraph is not easy the teacher should try to find some ways to make it interesting, enjoyable, and fun. The teacher

should be using some approaches, methods, strategies, or techniques to teach writing then make writing be easier and also to improve the students' achievement in writing.

There are some kinds of paragraph namely, narrative, descriptive, expository, and argumentative. Narrative is one kind of paragraph that students need to learn about, because narrative is near to human life activity including students' activities. The narrative can be found in many kinds of writing such as short stories, diaries, personal experiences, journals, articles, novels, and many more.

Based on the writer's observation at school in teaching practice program, it was found that students had less ability in writing. The students have difficulty in developing ideas. The most common problem is that the students cannot create self-expression in writing. Sometimes the students have some ideas in mind, but the students do not know how to express it in writing.

Based on the observation done by the writer in the grade XI of SMA Negeri 1 Siborongborong, it was found that the average grade of mid – semester test in semester 1 for each class before getting remedial teaching test is different.

This is the average of both classes.

Table.1.1

The Average of mid-semester 1

Semester	Average	
	Class	
	XI IPA 1	XI IPA 2
1	60.2	59.75
2	65.7	79.5

It is found that 50% students of XI IPA 1 and 55% students of XI IPA 2 have to get remedial teaching to add their scores since their scores were under 65 which based on Kriteria Ketuntasan Minimal (KKM). It shows that most students of XI IPA 1 got remedial test than XI IPA 2. It means that students' writing achievement of XI IPA 1 is still low.

In this study, the writer suggests SWELL method in teaching narrative.

SWELL is the acronym of *Social – interactive Writing for English Language Learners*; this is a method that is applied to improve students' ability in writing, including narrative paragraph. This method was introduced by Teo (2007). By using SWELL method, it is expected that students' ability in writing can be improved, because SWELL method provide "wh" questions as the guidance for the students to get ideas, in which a student will ask this question to her or his friend and her or his friend will give the answer and they will discuss it together interactively. This way will give more joyful learning to the students since the student can share their ideas freely without afraid make some mistakes.

SWELL has six steps, namely pouring ideas, making draft, reading, editing, making the best copy, and teacher's evaluation. By using these six steps the writer believe that writing narrative paragraph will be an easier and an enjoyable task to do because every step of SWELL method is easy to do and students do not need a long time that can make students feel bored.

In pouring ideas either the writer or the helper can explore their ideas. Both of them discuss together and make some notes which are related to the idea that they have. In step two, drafting, they can use the notes and begin writing

without worry about spelling. In reading step, the writer will read draft out loud and make it sound good and the helper corrects words read wrong if he helper can. In editing step the helper and the writer will discuss the draft, they can make some changes and also can use dictionary when necessary. After made some changes the writer will make the best copy of writing and collect it to teacher. In the last step the helper and the writer read teacher's evaluation and then discuss to make corrections.

After going through these six steps either the helper, the writer, or the teacher will get a better writing by discussing together, and the student as the writer will feel enjoy in writing.

Because the students have difficulty in write their ideas especially in writing a narrative paragraph. The writer is inspired to make a study about the effect of SWELL method in students' achievement in writing narrative paragraph.

B. The Problem of the Study

Based on the background of the study, the research problem is formulated as follows: "Does the use of SWELL method significantly affect the students' achievement in writing narrative paragraph?"

C. The Objective of the Study

The objective of the study is to find out the effect of SWELL method on the students' achievement in writing narrative.

D. The Scope of the Study

The scope of the study is to apply a teaching method namely, SWELL method in teaching narrative writing.

E. The Significance of the Study

This study is expected to be useful for:

1. The students to improve their writing, especially in writing narrative.
2. To give a better solution for the teachers in applying a better way in teaching especially teaching narrative writing.
3. To increase the readers' knowledge who want to know about SWELL method and narrative writing, especially for English Education's students.