

**USING SWELL (SOCIAL-INTERACTIVE WRITING FOR ENGLISH
LANGUAGE LEARNERS) IN TEACHING WRITING AT SENIOR HIGH
SCHOOLS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree at the English Department*



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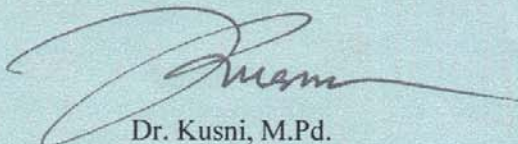
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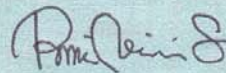
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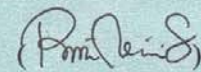
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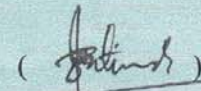
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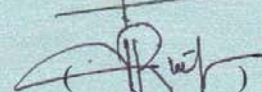
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ABSTRAK

Apriani, Nola. 2011. "Using SWELL (Social-interactive Writing for English Language Learners) in Teaching Writing in Senior High Schools". *Unpublished Paper*, Padang: Universitas Negeri Padang.

Makalah ini membahas tentang meningkatkan kemampuan menulis siswa dengan metode SWELL (Social-interactive Writing for English Language Learners). Dalam metode ini, guru meminta siswa untuk bekerja secara berpasang-pasangan. Guru akan memasangkan siswa yang kemampuan menulisnya lemah dengan siswa yang kemampuan menulisnya lebih baik. Guru bertujuan agar siswa yang kemampuan menulisnya lebih baik bisa membantu siswa yang kemampuan menulisnya lemah. Selanjutnya, siswa menulis berdasarkan langkah-langkah dari SWELL yaitu *ideas*, *draft*, *read*, *edit*, *best copy*, dan *teacher evaluate*. Jadi, dalam proses kerja mereka akan terbentuk kerja yang kolaboratif. Siswa yang kemampuannya lebih baik akan membimbing siswa yang kemampuannya lemah agar bisa tercipta sebuah tulisan yang bagus.

Metode ini akan menarik perhatian siswa, karena siswa bisa bebas mengeluarkan ide-ide mereka dan apabila mereka menemukan kesulitan mereka bisa menyelesaikan bersama. Apabila mereka masih mengalami kesulitan, mereka bisa bertanya pada guru. Melalui penerapan SWELL penulis berharap dapat memotivasi siswa untuk lebih aktif dan bisa mengembangkan ide-ide mereka kedalam bentuk tulisan.

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The writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of basic skills that need to be mastered in studying a foreign language. Writing can improve students' ability to express themselves on paper and as a result, it will often improve their ability to communicate their thoughts verbally. The students do not only express their ideas, but also share their experience, their feeling and their knowledge in written form. In addition, by encouraging students to choose writing project and work on it each day, like writing poems and short stories, teachers can keep students' creativity alive.

However, writing is one of difficult skills in learning English at school. Even with simple writing exercises, students often lose interest and do not complete them. As Nunan (in Tessema 2005) says, creating a good piece of writing is considered an extremely difficult skill, even in one's own native language. Writing is language activity that needs much cognitive concentration. A writer has to arrange some ideas and transform them into their thinking carefully in writing codes on paper. He adds that there are some reasons of why writing is so difficult for students: First, it is difficult for students to know the appropriate grammar and vocabulary. Second, students should know how to arrange sentences in an organized order. In other words, students also have difficulties to develop their ideas into a good writing. So, students need the teacher's help in organizing their writing and the teacher should create an interesting way in teaching writing and make students study the subject easily.

Based on the writer's experience while having a teaching practice at SMP 2 Lubuk Sikaping, students faced some problems in writing. First, the students have limited ideas to write. They have difficulties to express their thought in written form, especially in choosing topic. They also have difficulties to develop their ideas and can not arrange their ideas into good order. Second, grammar is also a big problem in writing. Most of the students do not master grammar. As the result, there are many students have bad writings and the teacher does not understand about their writing. Last, the students think that writing is not an interesting activity. Thus, they are not interested in writing activity in class.

At the same school, the writer also observed that teacher only used a textbook that is available in that school in teaching writing without using other sources. The teacher just asks students to complete the dialogue or text. The teacher also asks students to arrange sentences and paragraphs. Actually, this activity does not improve students' ability in writing. The teacher just improves students' ability in writing sentences or arranges sentences. As a result, the students need a new technique in learning English, especially in writing process. If the teacher uses a new strategy and an interesting way in teaching, students will be interested in studying and they will find it easy to understand the subject.

In order to teach writing more interestingly, the teacher needs variations and new strategy in teaching writing. If the teacher uses different way in teaching, the students will be interested in studying. The teacher must also consider the characteristics of the students, which directly related to the learning process. If the teacher knows the characteristic of their students, she/he can give the appropriate

ways. In teaching and learning process of writing, teacher has important roles.

John (in Karolina 2006) states that,

“Teacher’s role is to help students to develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple drafts of reading), for revising (adding, deleting, modifying, and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar and mechanics).”

One of a good ways to develop the students’ ability in writing skill is through social interaction among writers. The social interaction and dialogue with others are considered crucial, such as Vygotsky (in Teo 2007), who states that learning involves the internalization of social interaction processes, which helps the learner progress from complex to conceptual thinking. Some experts have applied some strategies to improve students’ ability in writing, such as collaborative writing, Topping’s paired and SWELL. One of strategies in teaching writing that use social interaction in class is SWELL, which stands for *Social-interactive Writing for English Language Learners*.

In SWELL, students are encouraged to brainstorm ideas in pairs or groups in order to give feedback each other, and to proofread and edit each other’s writing. So, the students will do their writing collaboratively to get good writings. SWELL focuses on social interaction in writing activity. Students can make their writing in groups with guidelines from the teacher. In this paper, the writer chooses SWELL to be discussed because SWELL could attract the students’ attention in writing activity.

1.2 Identification of the Problem

Based on the explanation above, there are many problems faced by the students in developing writing skill. Students think that writing is a boring activity. They have problems in developing ideas into good writings and in grammar. They cannot develop and arrange their ideas into good orders, and then the teacher does not understand their writing. The other factor comes from teacher's factor. The teacher does not give variation in teaching English especially in teaching writing. The teacher just teaches writing by using textbook and asks the students to do the exercises in that book. So, the students do not understand about the subject and are not interested in studying.

In order to improve students' skill in writing, the teacher needs a new strategy. There are some strategies that have been applied by some experts to improve students' ability in writing. They are collaborative writing, Topping's paired and SWELL (Social-interactive Writing for English Language learners). In this paper, the writer will discuss about developing students' writing ability by using SWELL.

1.3 Limitation of the Problem

Based on the identification of the problem above, the writer limits the problem in using SWELL (Social-interactive Writing for English Language Learners) in teaching writing to senior high school students.

1.4 Formulation of the Problem

Based on the background of the study above, this paper is formulated into: how can teacher use SWELL (Social-interactive Writing for English Language Learners) in teaching writing to senior high school students?

1.5 Purpose of the Paper

The purpose of this paper is to introduce an alternative strategy for teachers in teaching writing skill through SWELL (Social-interactive Writing for English Language Learners). The writer also hopes that this paper can be as reference for the teachers to be applied in their class.