

THE EFFECT OF SWELL METHOD ON THE STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT AT SMPN 1 V KOTO KAMPUNG DALAM PARIAMAN

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ABSTRACT

The purpose of this research was to know and to find out the effect of swell method on the students' achievement in writing procedure text. The design of the research was experimental research. The total number of the population members was 151 students and the samples were two classes (VIII.2 as class experiment and VIII.1 as class control). The number of the samples members was 30 students. This research was done for eight meetings. In collecting the data, the researcher used writing test. Before giving the post-test, the test was tried out to the students out of the samples. The try out was done once. The reliability of the test was 0.98 and it was categorized very high. The pre-test was given before doing treatment. The post-test was given after doing teaching process for eight times. The writer analyzed both scores of samples (experimental and control group) in pre and post test given. The data were analyzed by using t -test. The result of the analysis showed that the total scores of the students that were taught by using swell method were 2300, the highest score was 95 and the lowest score was 71 and the total scores of the students that were taught without swell method were 1794, the highest score was 73 and the lowest score was 54. At the level of significance .05 and degree of freedom 58, the value of t -table 2.00 and the value of t -calculated (4.6). It was shown that the value of t -calculated was higher than the value of t -table. It means the hypothesis that the use of swell method on the students' achievement in writing procedure text was accepted. The writer concluded that the use of swell method in writing give a significant effect toward students' achievement in writing procedure text. Hence, the writer suggested that the English teacher might consider to used swell method as an alternative technique in teaching writing.

Key word: Swell method, writing, Procedure text

INTRODUCTION

1.1 Background of the Problem

In the 21th century and the era of globalization, the position of English as an international language. It is widely used as a means of spoken and written language for those who are present in many official meetings in and outside the country. The

written information on the development of science and technology, and other scientific knowledge can be accessed at case for those who speak the language.

In the effort to study a language well, the four language skills namely listening, speaking, reading and writing should be well mastered by the learners. Writing as one of the four skills is very

important especially for students because writing connect people to communicate each other. In communication people share information, experiences, ideas and thoughts. Sometimes people think that writing is difficult in English and they must know the appropriate vocabulary, tenses, and using punctuation marks.

Since writing a paragraph is not easy, teacher should try to find ways of making it interesting and enjoyable. Writing should be practiced. Zinser (1995:8) states that writing is not a skill that some people are born with and others are not, or think about the things she or he know and care about, she or he can write correctly. From the fact presented, it could be summarized that writing is a difficult task, so the ability in writing could be improved. To improve the student's writing, a teacher should apply many kinds of approaches, methods, strategies, and techniques.

Junior high school students should master thirteen kinds of texts. The second year students of junior high school learn five kinds of texts (narrative, descriptive, recount, report, and procedure). One of them is procedure text which aims at describing how something was accomplished through a sequence of a step. It has generic structure, they are goal, material, and steps. It also has language features they are focus on generalized

human agent, using simple present tense using imperative, temporal conjunction and connectives.

The result of interview was done by the researcher towards some English teacher at SMPN 1 V Koto Kampung Dalam Pariaman, the English teachers said that mostly, the students had a problem in writing the steps. When the researcher did teaching practice at SMPN 18 Padang showed that there were still many students who found difficulties in writing procedure text. The students tended to write it in a chronological order, which provides descriptive words to visualize and understand the process easily. In fact, the student only wrote it in a chronological order without gave detail fact about each steps such as its color, size, amount, especially, the students usually didn't use appropriate tense or grammar, which can constitute a text type. Meanwhile, based on the teachers' explanation, there were still many students who got difficulties to understand the tenses, which build the procedure text although the teacher has explained it before. As a result, the texts which the students produced were not suitable with the criteria of good procedure text.

As having been discussed previously, procedure text is one of the genres taught in junior high school. It involved a sequence of activities to

achieve a goal. It is important because procedures are the form of almost everything the students do. They do it at least by following steps. Therefore, it was essential that knowing the problems of students in writing procedure text is needed.

In this study, researcher conducted a study on the application of SWELL method. 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 were discussed 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 chose SWELL technique to teach writing because this method make the

students become more confident, active and independent in writing class. In SWELL, the students wrote 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 students were able to transfer their ideas easily, got motivated, got 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 used 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, because this school never implemented this method before. And this research was conducted at SMPN 1 V Koto Kampung Dalam Pariaman.

1.2 Identification of the Problem

Writing is the productive skill in the written mode. It was more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of language, since it involved not just a graphic representation of speech, but

the development and presentation of thoughts in a structure way. To produce a good writing, there are some language elements that should be considered; they are content, grammar, vocabulary, punctuation and mechanic (Harmer, 2007).

SWELL is *the acronym of Social – interactive Writing for English Language Learners*; it was a method that was applied to improve student's achievement in writing, particularly in writing procedure texts.

Procedure text is a text in which the content about steps to make or to do something sequentially (Endang and Puthut, 2004). There are several factors that are related to the procedure text. They are generic structures and language features. Jan (2004) states that there are three types of different procedure text for different purpose; texts that explain how something works or to use instruction / operation manuals, text that instructed how to do a particular activity and texts that deal with human behavior. In writing generic structures of procedure text, the researcher should fulfill structures such as goal, material, and steps.

Besides, the researcher dealt with language features of procedure text. They were related with the grammatical structure of sentences, and the use of tenses. They were also related to the use of

connectives which follow by a series of steps in order to achieve the goal.

Procedure text have several components that the students should pay attention in writing. They are generic structure (goal, material needed and steps), language structure/ grammar (simple present tense in imperative form), and the mechanics (full stop, comma, colon, semicolon, dash, quotation, and exclamation).

1.3 Limitation of the problem

Scope of this research was about writing text, but the limited only about writing procedure text at SMPN 1 V Koto Kampung Dalam Pariaman.

1.4 The Formulation of the Problem

The problem of the research was formulated as follow: "Is there any significant effect of SWELL method on the students' achievements in writing procedure text at SMPN 1 V Koto Kampung Dalam Pariaman?"

1.5 Purpose of the Research

The general purpose of this research was to find out the effect of SWELL method to the students' achievement in teaching writing procedure text. The specific aim of this study is as follows: To find out the effect of applying SWELL method on the students achievement in writing procedure text.

1.6 Significance of the Research

This research are expected to be useful for teacher's especially English teachers as contribution for them in improving and enriching their teaching strategies, and as a means of improving the students' writing ability. For the students, they have been get experience of applying SWELL and also, it would help them to improve their ability in writing procedure text. It was hope that other researcher has been conducted a much more in depth study on writing procedure text, and try to find out some other methods applicable to teach writing.

1.7 Definition of Key Terms

In order to make clear about the definition of the terms and to avoid misunderstanding and misinterpretation, the terms are defined as follow:

1. SWELL is a writing method that integrates the process and the product of writing in which students are paired up to write collaboratively, but their levels of proficiency are different. So that a more proficient student could be a tutor to a less proficient student.
2. Writing procedure text is a language skill used to express idea, tell messages and way of sharing information in the written form.
3. Procedure Text is a text that describes how something is made through a sequence of order or steps.

4. Generic structure is a structural or organization of a paragraph that helps the writer sticks to the things he/she is going to do first until finish.
5. Goal is the final purpose of doing the instructions of doing something that we find after the title of the text.
6. Material is a list of material needed for make something.
7. A step is a set of instruction to achieve the final purpose.

RESEARCH METHOD

2.1 Research Design

This research was an experimental research. In this research, the researcher applied SWELL method to experimental group. Concerning to the group for experimental research, Gay (1976:312) states that there was an experimental group and a control group. The two groups were taught by using different method. The experimental group was taught by using SWELL method, while the control group was taught without using SWELL method.

The design of this research:

Group	Pre – test	Treatment	Post – Test
Experimental Group	X1	√	X2
Control Group	Y1		Y2

2.2 Population and sample

The population of this research was the second year students of SMP N 1 V Koto Kampung Dalam Pariaman. It was contributed in five classes. They were classes VIII.1, VIII.2, VIII.3, VIII.4, VIII.5. The number of the students was 151 students. The distribution member of population was described as table below:

Table 2.1

Research Population

Class	Students
VIII.1	30
VIII.2	30
VIII.3	31
VIII.4	30
VIII.5	30
Total	151

The students had the same qualification and academic background before doing treatment. In selecting samples, researcher used cluster random sampling because the students had been grouped into their classes.

To select the sample, the researcher wrote the name of each class (class VIII.1, class VIII.2, class VIII.3, class VIII.4, and class VIII.5) on small papers. The small papers put on a box. Then, the researcher would shake the box and took two of them. The researcher just selected two classes to become sample randomly. Then,

researcher decided by using flipping coin as class control group and class as experimental group. Finally, the researcher determined VIII.2 as experimental group and VIII.1 as control group.

2.3 Procedures of Teaching Writing for Experimental group and Control group

The researcher used two groups of students to get the data. They were taught by different techniques but with the same amount of time and the same materials. Here are the steps of teaching:

Table 2.2

Procedures in Experimental Group

Teacher Activities	Students' Activities
Teacher gave brainstorming about procedure	Students answered the questions
Teacher divided students into some pairs and gave them flowchart of SWELL method	Students sit with their friends in pairs
Teacher explained about procedure text and its features	
Teacher	

explained about the chart that have been given to the students and guide the students to do that	
Teacher asked the students to write a procedure text and guide them to do that by using SWELL method	Pairs of students wrote a procedure text based on the teacher instruction
The students asked to show their work to the teacher to get some comment and corrective feedback	Students showed their work to the teacher
Teacher gave comment and corrective feedback	The pairs pay attention to the teacher explanation and discussed it and then they make the best correction for their writing
Teacher asked students to collect their	Students collected their writing

writing	
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These activities were done for eight meetings for experimental group.

Table 2.3

Procedure in Control Group

Teacher activities	Students' Activities
Teacher gave brainstorming about procedure	Students answered the questions
Teacher gave student flowchart	
Teacher explained about procedure and its features	Students listened to the teacher explanation
Teacher explained about the chart that have been given to the students and guide the students to do that	
Teacher asked the students to write procedure text	Students wrote a procedure text
The students asked to show their work to the teacher to get	Students showed their work to the teacher

some comment and corrective feedback	
Teacher gave comment and corrective feedback	The pay attention to the teacher explanation and discussed it and then they made the best correction for their writing
Teacher evaluated the students work	

These activities were done for eight meetings by teacher for control group.

2.4 Instrumentation

The instrument for collecting the data in this research was writing test. There were three topics that have to be chosen and develop by the students:

1. How to make a cup coffee
2. How to make fried rice
3. How to make a scramble egg
4. Choose your own topic

(Source: *Look a Head 2 book*)

The criteria of good test were valid and reliable. Arikunto (2009:67) states that one of the type validity was content validity. That means that the writer

constructed the test based on the curriculum, syllabus and teaching materials.

Reliability is the degree to which a test consistenly measures whatever to be measures (Gay, 1987:135) . To find out the reliability of the test researcher used inter rater technique. It mean that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher herself and second scorer was Edwin Yadi (English teacher at SMP N 1 Kampung Dalam Pariaman).

To find out the reliability of writing test, the researcher used Product – Moment and Spearman – Brown formula (Arikunto, 2010:81) as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} x^2$$

Where:

r_{xy} = The coefficient correlation of the test

x = The students' score from the first scorer

y = The students' score from the second scorer

N = The number of the students

$\sum xy$ = The total score of cross product

$\sum x$ = the sum of first scorer

Σy = The sum of second scorer

To find out the total of degree of correlation, it was analyzed by using Sperman Brown Formula, as follows:

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

Where: r_{ii} = the degree of reliability the test

r_{ii} = coefficient correlation of the test

The writer used the degree of coefficient correlation based on Arikunto's idea (2009:75)

0.81 – 1.00 : Very high correlation

0.61 – 0.80 : High correlation

0.41 – 0.60 :Moderate correlation

0.21 – 0.40 : Low correlation

0.00 – 0.20 : Very low correlation

Actually, to prove the test was reliable, the researcher did try out to the 30 students (class VIII.5) in May 23, 2013 on Thursday (08.00 WIB). After giving try out test to the students, the writer found the coefficient of the two scorers was 0.98. It means that the test had very high correlation and the test was reliable.

2.5Technique of Collecting Data

Data of this research were taken by administrating the test. The first test was considered to be pretest. The pretest was given before giving the treatment. Besides, the posttest was given after giving the treatment. Before giving posttest, the researcher gave try out to other classes.

Before giving post test, the researcher taught the samples for eight meetings. Post-test was done giving treatment in eight meetings. The score was in pre-test compared to the score gotten in post-test. The topic was the same as the topic in trying out. To score the students' performance in writing procedure, some criteria was used.

Table 2.4The criteria in giving score

No	Aspects	Criteria of each item	Score
1	Organizational of ideas	1. Excellent to very good: ideas is clearly and coherence - Goal is clear and match	35 – 20

		<p>es with the topic</p> <ul style="list-style-type: none"> - Material matches with the topic <p>2. Good to average: ideas is loose in organizing the text</p> <ul style="list-style-type: none"> - Goal is not clear enough and loose - Material 	19 – 10
		<p>al is not clear</p> <ul style="list-style-type: none"> - Step is not clear not matches <p>3. Fair to poor : ideas confused or disconnected</p> <ul style="list-style-type: none"> - Goal is disconnected - Material is disconnected - Steps is disconnected 	9 – 2
2	Choice of word (Vocabulary)	1. Excellent to very good : effective word and	30 – 20

		<p>using appropriate vocabulary</p> <p>2. Good to average: occasional errors of word, choosing words, usage but meaning obscured</p> <p>3. Fair to poor: frequents errors of word, choice</p>	<p>19 – 10</p> <p>9 – 2</p>
3	Language Features	1. Excellent to very good : effective in using simple present, imperative, action verb, temporal conjunctio	30 – 20

		<p>n, and punctuation</p> <p>2. Good to average: Effective but the construction is simple mistakes</p> <p>3. Fair to poor: there are major problems in simple or complex form in using simple present, temporal conjunction, action verb, imperative sentence.</p>	<p>19 – 10</p> <p>9 - 2</p>
5	Mechanics	1. Excellent to very good:	5

	demonstrate mastery of spelling, punctuation, capitalization	
2.	Good to average: occasional errors of spelling, punctuation, and capitalization	4
3.	Fair to poor: frequent errors of spelling, punctuation, and capitalization	3
Total		100

(modified based on Heatons' idea, 1988)

2.6 Technique of Analyzing Data

The researcher analyzed the data by using t-test. Pretest and posttest were computed in order to see the experiment significant difference of the result between

control group and experimental group.

Formulation of the t-test (Gay 1976:399) :

$$t = \frac{Mx - My}{\sqrt{\left[\frac{x^2 + y^2}{(Nx + Ny) - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where :

Mx : Mean value of the experimental group

My : Mean value of the control group

x : Variance of the experimental group

y : Variance of the control group

Ny : The number of students in the control group

Nx : The number of students in the experimental group

2.7 Hypothesis Testing

To the test hypothesis, the t-test and distribution of t-critical value are applied. The fact that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) were accepted; therefore the students taught by using SWELL method got good achievement than were taught without using SWELL Method.

FINDINGS

3.1 Data Presentation

The experiment was done in eight meetings. The data of this study were the students' scores on the pre-test and the post-test given to both the experimental group and control group. The post-test was written test where students' were assigned to write a text based on the topic given.

The test as a basic of determining the students' writing was valid and reliable because it has been consulted with her lecturer and the teacher of SMPN 1 V Koto Kampung Dalam Pariaman. The data of this research were the students' raw scores obtained from the pre-test and post test administration.

The result of post-test was different in total scores. Total score of experimental group was 2300, the highest score was 95 and the lowest score was 71. While total score of control groups was 1794. The highest score was 73 and the lowest score was 54.

Description of post-test result

Group	Highest Score	Lowest Score
Experimental	95	71
Control	73	54

3.2 Result of Data Analysis

The data obtained were analyzed by using t- test formula. From the analysis of the t – test, t – calculated was 4.6, while the critical value of the t – table at the

degree of freedom 58 and the level of significance .05 was 2.00. Since the value of the t – calculated was higher than critical value of the t – table, the null hypothesis cannot be accepted. It means the alternative hypothesis having the use of SWELL method gave statistically significant effect towards students' achievement on writing was accepted.

3.3 Hypothesis Testing

The study finds that there was significant effect of using SWELL method and without using SWELL method. Therefore, the researcher interpreted that using SWELL method could be improved the students' writing achievement because t-observation was higher than t-table.

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on data analysis, it was found that t-observation (4.6) was higher than t-table (2.00) at degree of freedom 58 and the level of confidence 0.05. Therefore, this study showed that research hypothesis was accepted and the null hypothesis was rejected. It means that using SWELL method could be improved the students' writing achievement effectively.

4.2 Suggestions

Dealing with the conclusion, the researcher suggested that the English teacher might consider to use SWELL

method in teaching writing as an alternative method in teaching writing.

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