THE IMPACT OF UTILIZING THE SOCIAL INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS (SWELL) APPROACH ON EFL LEARNERS WRITING SKILLS

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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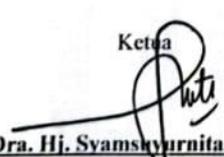
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i

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iii

ABSTRACT

Bintang, Pramudita. 1902050044. The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on EFL Learners' Writing Skills.

This research aimed to determine the impact of utilizing the social interactive writing for English language learners (SWELL) Approach on EFL learners' writing skills, especially in writing analytical exposition text. This research was conducted during the academic year 2022/2023 at SMK PAB 2 Helvetia Medan. This quantitative research was conducted using an experimental research design. The subjects of the study were 44 eleventh-grades students from SMK PAB 2 Helvetia Medan who were selected using a total sampling technique and then divided into two groups. Class XI-MP 1 consists of 22 students as the Experimental Group and is taught using the SWELL method, while Class XI-MP 2 consists of 22 students as the Control Group and is taught using the conventional approach. The data were acquired using a pre-test and a post-test, and then analyzed using the t-test formula in the SPSS version 22 program. The outcome indicated that the significance level was 0.000 0.05, and the difference between the post-test mean scores of the control and experimental groups was 77.57 and 84.40. According to the results of the analysis, the Ha (alternative hypothesis) was accepted, while the null hypothesis was rejected. The findings of this study indicate that the SWELL approach is more effective than the Teacher-Centered method in improving students' writing abilities in exposition texts at SMK PAB 2 Helvetia, where the SWELL approach was implemented.

Keywords: SWELL Approach, Writing Skills, Exposition Text

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The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on the Writing Skills of EFL Learners is the title of this research. The purpose of this skripsi is to fulfill a requirement for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. There were so many problems, obstacles, and challenges during the writing of this research that the researcher needed assistance to complete it. In addition, the researcher would like to express her gratitude, particularly to her wonderful parents, Mr. Irwan and Mrs. Henny, who have provided her with a great deal of love, prayer, fortitude, advice, support, materials, and motivation throughout her educational journey. May Allah continue sustain them. Therefore, the researcher would like to salute the following individuals for their guidance, support, and dedication throughout the completion of this research:

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The Researcher

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the study

The act of writing has been a global phenomenon for thousands of years (Graham & Rijlaarsdam, 2016). Writing is considered a branch of literacy and has become crucial in modern society. Writing enables one to communicate a variety of messages to a close or distant, identified or unidentified reader/s (Yayuk, 2019). Writing has helped us to preserve our culture and heritage, communicate with others, and advance our knowledge and understanding of the world. Writing is also one of the crucial language skills for teaching and learning activities (Ortinau, 2011). According to (Göçen, 2019), writing is one of the activities that the majority of students engage in throughout the learning process. It implies that students are taught and participate in producing text, that each student often finds something new to write or a new method to convey ideas, and that students must find the appropriate words and phrases.

Writing is an urgent skill to develop for individuals of all ages and backgrounds, as it is essential for success in academic, professional, and personal contexts (Amelia & Aina, 2021). According to (Defazio et al., 2010), the reasons why writing is urgent:

Firstly, communication: Writing is a fundamental means of communication that allows us to express our thoughts, ideas, and perspectives. Strong writing skills enable us to communicate effectively in both personal and professional settings, whether it is through emails, reports, or other written materials.

Secondly, critical Thinking: Writing requires critical thinking skills, which are necessary for success in academic and professional contexts. It enables us to analyze and

1

evaluate information, synthesize ideas, and draw conclusions. Strong writing skills enable us to effectively articulate our ideas, which is essential for academic and professional success.

Lastly, Personal Development: Writing can be a tool for personal development and self-expression. It enables us to reflect on our experiences, process our emotions, and develop our own ideas and perspectives. Writing can help us to gain clarity and insight into our lives, which can contribute to our personal growth and well-being.

In addition, writing is an urgent skill to develop as it is essential for success in academic, professional, and personal contexts. Strong writing skills enable us to communicate effectively, think critically, and develop our own ideas and perspectives. Therefore, it is crucial that we focus on developing strong writing skills to succeed in today's world.

As one of the most essential skills to cultivate, students' knowledge cannot be expanded without writing. Students must develop writing skills because writing in English is essential. In recent years, schools have emphasized the importance of being able to write, as evidenced by the curriculum's Basic Competency 4.1, which requires students to be able to construct spoken and written texts to express, inquire, and answer to expressions of making ideas and offers, while taking into consideration accurate and contextual social functions, text structures, and linguistic feature (Kemendikbud, 2013). To fulfill these objectives, the researcher wishes to propose a learning method known as the swell approach. This method is ideally suited to the curriculum's demands, and it is thought that it considerably aids students in meeting the demands of the basic curriculum.

In order to assist students in improving their writing skills, especially in analytical exposition text. Researchers was used the Swell approach to assist students in developing these writing skills. The researcher wants to use the swell approach because, during the observation of teaching class activities (*Pengenalan Lapangan Persekolahan*), students are usually in their English class it is always challenging to find something important to write or ideas to write. Students are uncertain as to what to write. Students were also unable to select the proper term and unsure of how to begin their writing. It is also difficult for them to determine a topic in writing analytical exposition texts because the method provided by their English teacher lacks adequate and relevant teaching strategies, as well as incomplete resources in their lessons, such as the absence of learning books, projectors, and the lack of student interest in learning English. In addition, many teachers continue to employ ineffective and uninspiring teacher-centered methods in their writing lessons.

In order to deal with the problem at hand, it is recommended that English educators provide students with a wide range of acceptable answers. SWELL (Social-Interactive Writing for English Language Learners) answers the want for a proficient method to instructing writing abilities, particularly in the context of analytical exposition texts. SWELL, also known as Social Interactive Writing for English Language Learners, is an innovative method to collaborative writing that aims to enhance social interaction among the writers. This is achieved by the incorporation of several activities, including peer response, which fosters engagement and interaction among participants. Students are strongly encouraged to engage in collaborative writing activities, whereby they are prompted to explore ideas collectively, either in pairs or groups. This collaborative method facilitates the exchange of input among students, enabling them to give valuable

feedback and engage in the process of proofreading and editing each other's written work (Teo, 2007).

According to the statement above, the researcher wished to increase the student's writing abilities. It signified that the researcher was developing an effective method to increase the student's writing ability in writing using the Swell approach. This learning strategy was ideal for senior high school students in their first year since they had sufficient writing skills.

B. Identification of The Problems

In relation to the background, the following research problems have been identified:

1. Students were unable to organize their ideas and thoughts in writing, especially in writing analytical exposition texts.

2. Students had difficulty finding the perfect word and were unsure how to begin a piece of writing.

C. Scope and Limitation

The scope of this research was focused on the writing. This research was conducted in SMK PAB 2 HELVETIA MEDAN. This research focused on two classes, including class Eleventh-Grade Office Management 1 (XI-MP1) and Eleventh-Grade Office Management 2 (XI-MP2). The limitation of the research focused on teaching analytical exposition text was utilizing the swell approach.

D. Formulation of The Problems

The problems of this research were formulated as follows:

1. Did the SWELL method improve students' ability to write analytical exposition text?

2. How effective was the SWELL method applied in teaching analytical exposition text?

E. Objectives of the Study

Based on the formulation above, the objectives of this research were formed as follows:

1. to find out the impact of utilizing the social interactive writing for English language learners (SWELL) Method on EFL learners' writing skills, especially in analytical exposition text.

2. to find out the effectiveness of the Swell method on writing abilities.

F. The Significance of the Study

The results of this study were expected to be both theoretically and practically applicable:

1. Theoretically

The research findings were expected to extend their perspectives on the theory of English learning, especially in writing skills.

2. Practically

This research had the following practical significance:

a. For students, they get experience with the use of SWELL and thus are aided in the development of their analytical exposition writing skills.

b. For teachers, particularly English teachers, as a complement to their success and as a method of improving their teaching skills.

c. For the researchers, it was hoped that future researchers would undertake a lot more in-depth study on creating analytical exposition texts and attempt to identify additional methodes that may be used to educate writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In order to describe and explain the concept used in the study, theories are required for its implementation. In this research, the gathering of literature relevant to this investigation was explained and done. This chapter includes the definition of writing, the general concept of the SWELL method, the utilization of the concept SWELL method, the advantages of the SWELL method, the generic structure of an analytical exposition text, the language features of an analytical exposition text, the related study, the conceptual framework, and the hypothesis.

1. Writing

1.1 Writing Skill for EFL Learners

Triki (2019) states that writing is an active process. This implies that when you first write anything down, you have already planned what you will say and how you will say it. After you have completed writing, go back over your work and make modifications and errors. As a result, writing is never a one-step activity; it is a multi-step process.

Johns (1986) states that writing is certainly more than just sound prediction. The symbols have been organized following a set of rules. However, as a general rule, students do not write just one phrase or a series of sentences that are ordered in a certain sequence and connected together in specific ways. Writing involves the encoding of several types of massage that are then translated into language.

Geng et al. (2022) explain that writing well is not just an option for young people it is a necessity. Writing skill is a predictor of academic success and a basic requirement

for participation in civic life in the global economy, while writing is not a simple language skill to perform because it is a large area that must be involved. In producing a piece of writing, linguistic competence, and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of the linguistic system.

Based on the writing definition above, it is possible to deduce that Writing is an effort to construct language by writing down words or ideas and then forming easily understood sentences. It is one of the methods of communicating by utilizing written letters, symbols, or phrases that must be intelligible in order to properly transmit the message. And the basic goal of writing is to convey ideas and information.

2. SWELL (Social-Interactive Writing for English Language Learners)

2.1 Definition of SWELL (Social-Interactive Writing for English Language Learners)

SWELL, or Social-Interactive Writing for English Language Learners, is a system for teaching English writing skills. It is essentially a writing strategy supported by numerous ideas connected to collaborative writing theories, writing instruction methods, and the instructor as a feedback giver (Teo, 2007).

According to Wigglesworth & Storch. (2012), collaborative writing entails the student working with one or more peers to complete the writing process. Collaborative writing in class is a great method to preparing students for future tasks that may involve teamwork. (Storch, 2011) stated that when students write together, they are dialoguing method of collaboration acquisition of writing skills is highly encouraged in our situation

where students must be the focus of the class and communicate with their peers as much as possible.

The SWELL method included six steps: idea generation, drafting, reading aloud, editing, copying, and instructor evaluation (Teo, 2007). SWELL students are initially split into pairs depending on their English skill level. There are upper and lower-level students that work cooperatively as assistants and writers. Wishful thinking, higher-level students may assist lower-level students in becoming not only more informed but also more understanding of language. As a result, the decision to join a group or duo has an impact on productivity.

Based on the above theory, it is possible to conclude that the Swell method is a type of method for teaching writing that requires students to work in pairs (one as writer and the other as helper) to develop an idea into a paragraph by following six steps of the writing procedure, which include ideas, draft, read, edit, best copy, and evaluate. A helper is a student who is at a higher level or has greater skill. A writer is a student who is at a lower level of writing.

2.2 Procedures to Utilizing SWELL (Social-Interactive Writing for English Language Learners)

Teo (2007) Stated that the procedures to utilizing SWELL (Social-Interactive Writing for English Language Learners) as follows:

a. Step 1: Ideas

To assist students in comprehending essential elements of analytical exposition writing, such as character, setting, problem, and solution, SWELL provides complete queries, the majority of which begin with wh-words.

Students with greater writing levels assign the role of Helper throughout the writing process, whereas those with lower writing abilities give the role of writer. The assistant motivates the Author by asking the questions listed in the preceding flowchart. As the authors verbally react to the Helper's inquiries, the Writer also takes note of crucial terms. The writer may also add to the notes any pertinent material he or she wants to include in the paper.

The pair then go through the keywords in the notes to see whether the organization or order needs to be altered. The concepts might be numbered to show this. Alternately, the concepts can seem to divide into several groups, each of which can be addressed separately.

b. Step 2: Draft

As indicated in the above flowchart, there are five different stages in this process. Before students begin writing, the instructor selects one particular stage from the five provided to them.

However, the instructor must depend on the students' writing growth. In other words, when students reach a particularly challenging stage, instructors may assign them a more advanced level to work on together.

After the instructor has selected a stage, they will inform the paired writers about what is expected of them during that stage. The couple then begins writing. The instructor should underline that the writer does not need to be too concerned with spelling while composing a draft.

c. Step 3: Read

The writer reads the text aloud. If he/she misreads a term, the Helper may give assistance if he/she is able to provide it.

d. Step 4: Edit

In this phase, the Helper and Writer examine the document together, and the writer determines whether or not changes are required. Meanwhile, the Helper evaluates any potential modifications the Author may choose to make. Mark the problematic words, phrases, and sentences using a colored pen, pencil, or highlighter. There are five degrees of editing in this process. They include meaning, sequence, style, grammar, and punctuation. The Writer and Assistant should review the document many times, with each inspection focusing on different criteria. To offer scaffolding for students, instructors should encourage the Writer to ask the questions listed in the preceding flowchart at step four.

e. Step 5: Best copy

The author then creates a nice or best friend copy of the revised manuscript. The Helper gives assistance as appropriate based on the Writer's ability level. The pair produces the best composition, which is then submitted to the instructor.

f. Step 6: Teacher Evaluate

The last phase is teacher evaluation. Students will get comments and instructional feedback straight from the instructor at this stage. When the Writer and the Helper submit their finest work, the instructor will meet with them to offer detailed writing and grammar training as well as remedial criticism. The teacher's comments concentrate on

meaning/idea, order, style, spelling, and punctuation, the five editing criteria outlined in Step 4. The authors are then asked to evaluate the corrections and comments in parallel.

2.3 The Advantages and Disadvantages of SWELL (Social-Interactive Writing for English Language Learners)

Teo (2007) discusses some of the advantages of utilizing the SWELL method, including; (1) The SWELL Method improved the writers'/students' skill and confidence, (2) The student was pleased with the SWELL method and actively engaged in the conversation. (3) SWELL assisted students in coming up with concepts for their writing. (4) SWELL assisted students in becoming autonomous thinkers and learners.

The swell method has several disadvantages, including; (1) From the preparation, which takes a long time because the teacher has to learn the method that will be given by the researcher, (2) From the implementation, takes a long time because the teacher not only demonstrates or demonstrates the method only once but more material so that students are more understanding, (3) From supervision it takes a long time because the teacher must provide the best explanation so that the method that has been given is achieved in writing skills.

3. Teacher Centered Method

According to (Emaliana, 2017) Teacher Centered Method is method that focuses on teacher planning and instruction, where the teacher directs student learning. Teacher centered method is a learning process that refers to learning that is centered on teacher instructions, direct instructions from the teacher to students (Kathy, 2004). (Kain, 2018) state that teacher-centered learning is a paradigm in the form of a learning method in the world of education where Teachers as experts in their field focus on conveying the

transfer of knowledge they have to their students as lay novices. regarding teacher centered learning, he believes that teacher centered learning is a one-way learning system, where the provision of material by the teacher plays a central role in achieving learning outcomes and becomes the only source of knowledge so that students do not play an active role in learning process. Teacher centered learning is a learning process where the teacher stands in front of the class and gives a lecture or dictates information regarding the topic being discussed to students Johnson, Haenn, Buckwalter, 2009.

Teacher centered learning is a method to the teaching and learning process where the teacher designs lessons that are intended to meet predetermined standards and objectives, using procedures that support the acquisition of specified knowledge and skills. In this method students often play a passive role and are not given the opportunity to actively communicate in class, students listen to the teacher's explanation, or read, practice skills set by the teacher, where the task of learning planning is very dominated by the teacher, closely related to the standards and curriculum objectives set. The teacher centered learning method is characterized by the presence of direction and control from the teacher, high teacher expectations for student progress, maximizing the time students spend on academic tasks, and efforts by the teacher to minimize negative influences on students. This method focuses on academic activities, while non-academic materials such as games and puzzles tend not to be used. The interaction between students and teachers is also not really emphasized (Emaliana, 2017). From the description above, it can be concluded that the teacher centered learning method is an method model that focuses on teacher planning and instruction, where the teacher directs student learning in a one-way manner, the teacher being the only source knowledge so that students do not play an active

role, listen to the teacher's explanation, or read, practice skills set by the teacher, where the task of learning planning is very much dominated by the teacher.

4. Analytical Exposition Text

4.1 Generic Structure of Analytical Exposition Text

The general structures of analytical exposition include components specified by (Mayasari, 2012).

a. Thesis

The researcher presents the issue or major concept that will be explored in the thesis statement. The thesis is always stated in the opening paragraph of a document of analytical exposition.

b. Argument

The researcher gives arguments or opinions to support the researcher's principal concept in an argument. There are usually more than two arguments in an analytical exposition text. The more arguments offered, the more the reader believes that the discussion of the issue is important and requires attention.

c. Reiteration

The last section of the analytical exposition text is repeated. The key notion from the first paragraph is restated in reiteration. It is also known as the text's conclusion.

4.2 Language Features of Analytical Exposition Text

Language Features of analytical exposition text, according to (Zuana et al. 2020), include:

a. Using emotional connotations to make a point of view more compelling. It may be supplied by selecting the correct synonym of the term. (For example, instead of saying nice, use spectacular or outstanding.)

b. Use the present tense. (For example, it provides, I say, etc.)

c. Employing mental verbs. (For example, believe, prefer, doubt, agree, disagree, and so on.)

d. Using verbs to say. (For example, individuals said, it was said, they declared that, etc.)

e. Using linking words. (For example, also, furthermore, also, not only, additionally, initially, etc.)

f. Using a causal conjunction (e.g., despite, due to, for that reason, because, yet, even though, etc.)

g. To confirm, use terms that convey the author's viewpoint. (For example, will, may, must, generally, routinely, etc.)

h. Employing persuasion strategies. It is conveyed via generalizations, facts, and hyperbole.

B. Previous Related Study

PujiJarningsih et al. (2013) conducted research about the effect of the SWELL method on SMPN 1 V Koto Kampung Dalam Pariaman students' writing procedure text. This research aimed to assess how the swell method affected students' procedural writing. Experimental research design. Two classes of 151 students were sampled (VIII.2 as the class experiment and VIII.1 as the class control). The researcher found that using the swell method in writing affects students' process text performance. The researcher suggested the English teacher use swell to teach writing.

Asriati (2013) conducted the research about The Use of Social Interactive Writing for English Language Learners (SWELL) Method to Develop the Students' Ability to Write Narrative Text. This research aims to intend to examine the various effects of two non-Teacher-Centered methodes to learning to read and determine the evolution of students' abilities to produce narrative texts at XI IPA of SMA Muhammadiyah Sungguminasa, Gowa, based on both general structure and language usage. This study was of the Classroom Action Research kind and consisted of two cycles. Each cycle had four meetings. Thus, there were eight sessions throughout the course of two cycles. This action study in the classroom was conducted in the XI IPA of SMA Muhammadiyah Sungguminasa, Gowa. Twenty-six students from class XI in the 2012-2013 academic year served as study subjects. There were 10 males and 16 women present. This study included a writing exam and observation as its methods. The outcomes of the study suggested that the Use of the SWELL Method may improve students' capacity to compose narrative texts from the perspective of generic structure and language use. It was shown by the fact that the mean score for cycle 2 test results was (77.81), which was 16.31%

higher than the mean score for cycle 1. (66.98). It was highly designed based on the mean score of a diagnostic exam (D-test) (58.69). The progress of the students in cycle 2 reached the researcher's score aim (75) and was deemed effective in improving their capacity to compose narrative texts, including generic structure and language usage.

Irwan et al. (2018) conducted the research about Students' Abilities in Writing an Analytical Exposition Text at English Department at Universitas Negeri Padang. The purpose of this research is to examine students' capacity to compose analytical exposition texts. Students in the third semester of the English departments at Universitas Negeri Padang did the descriptive quantitative study. This study examined how proficient students are in writing the thesis statement, argumentation, structure, and composition, as well as the use of evidence in analytical exposition texts. The population of this study is the third-semester English department of Universitas Negeri Padang, and the sample consisted of twenty students from a K-3 class. Students were required to compose analytical exposition texts, which were then evaluated using a rubric comprised of four aspects: thesis statement, argumentation, structure and style, and use of evidence. According to the results, four students are at an exceptional level, five are at a competent level, ten are at a good level, and one is at an insufficient level. Overall, Universitas Negeri Padang third-semester English students' proficiency is at an advanced level.

The three studies are similar in that they all give a positive reaction to the SWELL learning method used in schools. So once researcher knows another, another commonality is that researchers combine learning modes that develop in order to get better learning results, particularly in writing skills, and the difference between this research and the

previous research above is the kind of text and the sample. The study text is an analytical exposition text, and the sample consists of students from class XI SMK PAB 2 Helvetia

C. Conceptual Framework

This research is based on a conceptual framework that integrates several relevant theories and concepts. This conceptual framework describes the relationship between the main variables that was observed in this research, namely the application of the SWELL method, English writing skills, and student learning outcomes.

Application of the SWELL Method (Independent Variable) The SWELL method is used as a teaching method in the experimental group. This method includes various interactive aspects in learning to write English, such as collaboration between students, use of social media, and providing feedback to fellow students.

English Writing Ability (Dependent Variable) English writing ability was be measured as the main dependent variable in this research. It covers aspects of writing skills, such as writing structure, grammar, and creativity in writing.

Student Learning Outcomes (Mediator Variable) Student learning outcomes, which include improvements in their writing skills and academic achievement in English subjects, was the mediator variable. It links the implementation of the SWELL method to its impact on students' writing abilities.

Application of the Teacher Centered Method (Control Variable) The Teacher Centered Method was used as a teaching method in the control group. This learning method focuses on teacher planning and instruction, where the teacher directs student learning.

This conceptual framework was serve as a guide in testing research hypotheses and analyzing the data obtained. "Thus, this research was help understand The Impact of Utilizing the SWELL Method on EFL Learners Writing Skills."

Figure 2.1
Conceptual Framework

```
                    ┌─────────────────────┐
                    │    EFL Learners      │
                    └──────────┬──────────┘
                               │
                    ┌──────────▼──────────┐
                    │   Exposition Text    │
                    └──────────┬──────────┘
              ┌────────────────┴────────────────┐
   ┌──────────▼──────────┐          ┌──────────▼──────────┐
   │ Experimental Group   │          │    Control Group     │
   └──────────┬──────────┘          └──────────┬──────────┘
   ┌──────────▼──────────┐          ┌──────────▼──────────┐
   │      Pre-Test        │          │      Pre-Test        │
   └──────────┬──────────┘          └──────────┬──────────┘
   ┌──────────▼──────────┐          ┌──────────▼──────────┐
   │     Treatment        │          │     Treatment        │
   └──────────┬──────────┘          └──────────┬──────────┘
   ┌──────────▼──────────┐          ┌──────────▼──────────┐
   │     Post-Test        │          │     Post-Test        │
   └──────────┬──────────┘          └──────────┬──────────┘
   ┌──────────▼──────────┐          ┌──────────▼──────────┐
   │   SWELL Method       │          │  Teacher-Centered    │
   │   (Teo, 2007)        │          │      Method          │
   └──────────┬──────────┘          └──────────┬──────────┘
              └────────────────┬────────────────┘
                    ┌──────────▼──────────┐
                    │  Research Findings   │
                    └─────────────────────┘
```
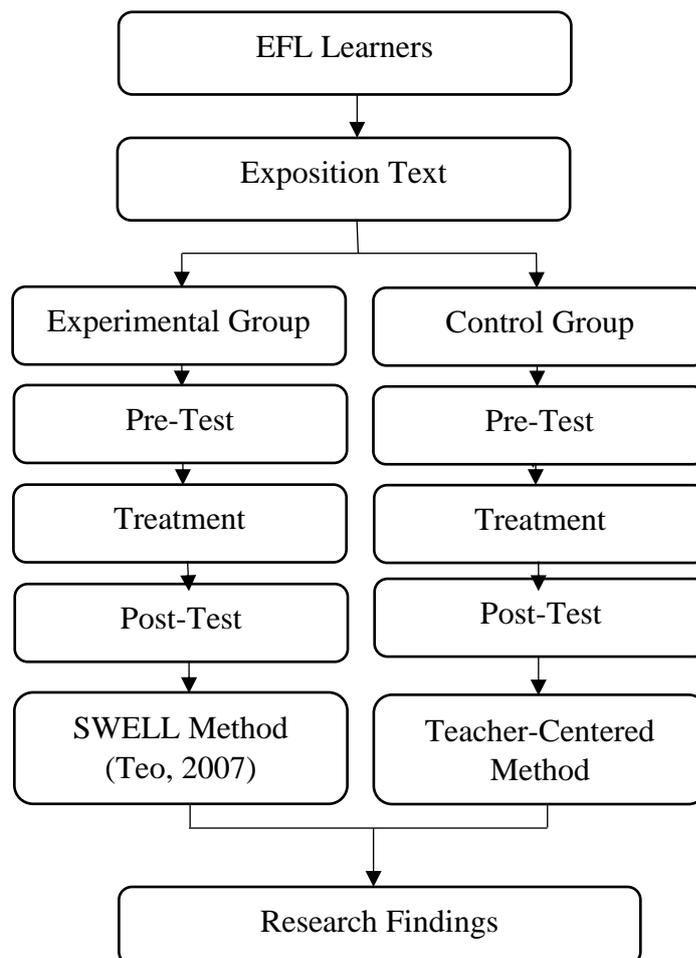
D. Hypothesis

The hypothesis of the research was formulated as follows:

Ha: There was a significant impact of utilizing SWELL method on students' achievement

writing in analytical exposition text.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by utilizing an experimental design (Sugiyono, 2007). The researcher eagers to demonstrate a causal link between an independent variable and a dependent variable using a pre-experimental design. The SWEEL method was used as an independent variable in this research, and writing an analytical exposition text was used as a dependent variable. The design was used to examine the effect of the SWEEL method on students' achievement in writing an analytical exposition text. There were two groups in this research: the experimental group and the control group. The experimental group was taught using the SWEEL method. Meanwhile, the control group was conducted using the Teacher-Centered method. Both groups were given the pre- and post-tests.

The design in presented as follows:

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
The experimental group (X)	✓	✓	✓
Control Group (Y)	✓	✓	✓

X: The experimental group, in which the sample is treated using the SWELL Method while writing an analytical exposition text.

1. Pre-test

Before beginning treatment, a pre-test was used to assess the students' writing abilities. Both groups, experimental and control, got a pre-test. The experimental group

was given a pre-test, whereas the control group was given an essay test. The pre-test was helpful in determining the mean score of the experimental and control groups.

2. Treatment

Students were treated after the completion of the pre-test. The SWELL method was utilized to teach the experimental group, while the Teacher-Centered method was utilized to teach the control group.

Table 3.2
Treatment in Experimental Group

Steps	Experimental Group	
	Researcher Activities	Students' Activities
1st Ideas	First, the researcher was create ideas using "WH" words before doing the task in pairs.	Students focus their attention on the researcher.
2nd Draft	Stage 1: *The helper* writes everything, and *the writer* copies everything. Stage 2: *The helper* writes difficult words for the authors. Stage 3: *The writer* replicates in hard words written by *the helper.* Stage 4: *The helper* explained how to spell difficult words. Stage 5: *The writer* has completed all of the work.	The students follow the researcher's rules.
3rd Read	If able, the researcher might give assistance.	
4th Edit	*The helper* and *the writer* examined the following five questions: 1. Did *the helper* comprehend *the writer's* intent? (Idea and meaning) 2. Did the text have a clear introduction, body, and conclusion? (order). 3. Were the words and phrases used correctly? (style). 4. Were the words accurately spelled? (spelling).	Students begin to write analytical exposition texts.

	5. Was the punctuation used correctly and in the proper locations? (punctuation).	
5th Best Copy	*The helper* gave assistance as needed based on *the writer's* ability level.	*The writer* then provided the researcher with a copy of the correct or best version of the revised document.
6th Researcher Evaluates	The researcher would evaluate the writing of the students.	*The writer* collected it all for *the helper.*

Table 3.3
Treatment in the Control Group

Steps	Control Group	
	Researcher Activities	Students' Activities
1st	The Teacher greet students to open the class (good morning)	Students were responsive
2nd	The Teacher talks to the students about learning activities	The students listen the learning objectives
3rd	The Teacher introduces the material and explained to the student about analytical exposition text.	The student listens to the teacher's explanation.
4th	The Teacher guided the students and gave the pre-test to the student about *"smoking is bad for us."*	The student was written the material.
5th	After the students finish to answer the questions, collect their answer sheets, then check the answer together	Look at the true answers from the Teacher and check them together

3. Post-test

The test was administered to the experimental group and the control group to determine the students' success in creating analytical exposition texts by utilizing SWELL Method.

B. Population and Sample

1. Population

The population for this research was selected from the eleventh grade of SMK PAB 2 Helvetia during the academic year 2022/2023, which consisted of two classes. There are 22 students in XI-Regular-I and 22 students in XI-Regular-II. As a result, the entire population can be seen in table 3.2 below.

Table 3.4
The population of the Research

No	Class	Population
1	X-MP I	22
2	XI-MP II	22
Total		44

2. Sample

The total sampling method was used to collect the sample. Total sampling is a strategy for determining a sample with certain factors in mind (Sugiyono, 2007). Using the total sample method, the whole population of 44 students was used as the sample. The sample table 3.5 is shown below:

Table 3.5
Sample of the Research

No	Class	Group	Sample
1	XI-MP I	Experimental Group	22
2	XI-MP II	Control Group	22
Total			44

C. Location

The researcher was conducted on Jl. Veteran Pasar IV Helvetia Medan at SMK PAB 2 Helvetia. This location was chosen based on the observation which had been done

previously and it showed that the students in the school still had difficulties in writing skills especially in analytical exposition text.

D. Instrument of the Research

The data was collected using essay tests. Students were instructed to write an analytical exposition essay on the topic, "Smoking is bad for us." The minimum length of a paragraph was 100 words. While, the source of this test was taken from *Buku Bahasa Inggris: English for Change untuk SMA/MA Kelas XI Terbitan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.* In this situation, experimental and control groups took the same pre-test and post-test.

E. Technique of Collecting Data

Students were administered the test to gather the data. According to (Sugiyono, 2007) Several procedures were used to collect the data:

a. Giving the pre-test to both groups.

b. Provide them with three opportunities to complete an essay writing exam depending on their performance.

c. Collect the answer papers from the students and evaluate their answers.

d. Applied the treatment to the experimental group using the SWELL Method, while the control group was instructed to utilize the teacher-centered method.

e. Given a post-test to both groups.

f. Provided them with three opportunities to complete an essay writing exam depending on their performance.

F. Technique of Analyzing Data

        The SPSS program was used to generate the test statistics, as well as a paired sample test of quantitative data obtained through tests (Abdulwahed & Ismail, 2011). The researcher was used SPSS version 22 because it was easier to determine descriptive statistics such as mean, standard deviation, percentage, and so on. This reason was proven through previous research from Eka Palupi Utami with the title "Comparative Study of Writing and Listening Anxiety in EFL University Students" which also uses SPSS version 22 as well.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study used a quantitative method. Experimental research methods were carried out to obtain the expected data. The pre-test and post-test instruments were used in this study, and were distributed to the control class and the experimental class. Class (XI MP-1) PAB 2 Helvetia, which was the experimental class in this study consisted of 22 students. Who had pre-test and post-test which were carried out after the learning process with Analytical exposition text material, utilizing SWELL methods. While the class (XI MP-2) of PAB HELVETIA which was the control class consisted of 22 students. They did pre-test and post-test which were carried out after the learning process with analytical exposition text material using the Teacher-Centered method.

4.1 The Data of Control Class and Experimental Class

They did pre-test and post-test which were carried out after the learning process with analytical exposition text material using the Teacher-Centered method and SWELL method.

The following data are:

4.1.1 The Control Class

Table 4.1
Students Learning Outcomes Control Class

No	Students' Initial	Control Class	
		Pre-Test	Post-Test
1	ANN	67	67
2	AT	78	89
3	CR	55	67
4	FH	56	72

5	FNH	72	74
6	GKZ	74	79
7	HH	81	83
8	IEBL	71	83
9	MN	70	79
10	NBK	56	77
11	N	67	79
12	NR	68	81
13	NB	59	76
14	NS	69	72
15	NT	70	78
16	PS	70	77
17	RLPS	72	79
18	RP	64	76
19	S	62	77
20	SNA	60	78
21	SAR	61	76
22	SPR	84	87

The data table above demonstrates that the control class's pre-test results were 4 (four) students scored below 60 (sixty), 8 (eight) students scored below 70 (seventy), 7 (seven) students scored below 75 (seventy-five), 1 (one) student scored below 80 (eighty) and 2 (two) students scored below 85 (eighty-five). Then the post-test scores of control class, 4 (four) students who scored below 60 (sixty), 3 (three) of them increased to below 80 (eighty) and 1 (one) of them increased to below 70 (seventy). 8 (eight) students scored below 70 (seventy), 6 (six) of them increased to below 80 (eighty), 1 (one) of them increased to below 90 (ninety) and 1 (one) of them cannot increase. 7 (seven) student who scored below 75 (seventy-five), 7 (seven) of them increased to below 80 (eighty). 1 (one) student who scored below 80 (eighty), 1 (one) of them increased to below 90 (ninety) and then 2 (two) students who scored below 85 (eighty-five), 2 (two) of them increased to below 90 (ninety). So the post test scores from control class 1 (one) students scored below 70 (seventy), 15 (fifteen) students scored below 80 (eighty), 5 (five) students scored

below 90 (ninety), and then 1 (one) student cannot increase. From these data, there were 21 (twenty-one) students who experienced an increased in scores, 1 (one) student were constant, and 0 (null) student decreased.

4.1.2   The Experimental Class

Table 4.2
Students Learning Outcomes Experimental Class

No	Students' Initial	Experimental Class	
		Pre-Test	Post-Test
1	AFA	76	87
2	A	65	82
3	BAL	70	85
4	CAD	68	80
5	DRA	70	85
6	DA	69	83
7	I	80	90
8	IYS	78	86
9	JRA	75	84
10	KF	81	92
11	KA	76	85
12	NR	83	88
13	NO	72	86
14	NH	80	85
15	RM	82	90
16	RA	76	81
17	SA	73	84
18	SF	65	80
19	SA	72	80
20	VA	70	82
21	W	75	86
22	WC	78	84

In comparison, the Experimental Class's pre-test results obtained were 4 students scored below 70 (seventy), 13 (thirteen) students scored below 80 (eighty) and 5 (five) students scored below 90 (ninety). Then the post-test scores of experimental class, 4 (four) students who scored below 70 (seventy), 4 (four) of them increased to below 90 (ninety).

13 (thirteen) students who scored below 80 (eighty), 13 (thirteen) of them increased to below 90 (ninety). And then 5 (five) students scored below 90 (ninety), 5 (five) of them increased to below 100 (one hundred). So, from these data there were 23 (twenty-three) students who experienced an increase in scores, 0 (null) students were constant, and 0 (null) student decreased.

4.1.3 Data Analysis with SPSS. 22

1. Data Descriptive Statistics

Table 4.3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	22	65	83	74.27	5.302
Post-Test Experiment	22	80	92	84.77	3.308
Pre-Test Control	22	55	84	67.55	7.915
Post-Test Control	22	67	89	77.55	5.369
Valid N (listwise)	22				

There are a total of 22 students in the Control Class. Pre-Test mean scores for the Control Class is 67.55, with a minimum grade of 55 and a maximum grade of 84. The control class's post-test mean score is 77.55, with a minimum grade of 67 and a maximum grade of 89. It is clear from this that the grade has improved after learning process is carried out using Teacher-Centered method, with a 10,00 difference between the average Pre-Test and Post-Test's scores. Meanwhile in the experimental class with a total of 22 students, the average pre-test score was 74.27 with a minimum grade of 65 and a maximum grade of 83. Post-test average score is 84.77 with a minimum grade of 80 and a maximum grade of 92. With a mean score difference of 10,05 between the Pre-Test and

Post-Test, this shows that there has been a great increase in student learning outcomes following the utilizing of SWELL method in the learning process. It is clear from these numbers that student scores between the two classes different. The SWELL method produced better results than the Teacher-Centered method.

2. Test of Normality

A data distribution's normalcy can be ascertained using the Test of Normality. The modus, mean, and median are in the middle of the symmetrical normal distribution. There is a decision-making guideline that can be used to determine if a data distribution is normal or not. If the value of Sig. or the significance or probability value is less than 0.05, the distribution is not normal,* and if it is greater than 0.05, the distribution is normal. (Nuryadi et al., 2017).

With the use of the SPSS 22.0 application, the researcher utilized the Kolmogrov-Smirnov and Shapiro-Wilk tests in this investigation to determine whether the data were normal:

Table 4.4
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test Control Class (Teacher-Centered Method)	.109	22	.200[*]	.965	22	.591
	Post-Test Control Class (Teacher-Centered Method)	.166	22	.118	.955	22	.396
	Pre-Test Experimental (SWELL Method)	.108	22	.200[*]	.964	22	.574
	Post-Test Experimental (SWELL Method)	.128	22	.200[*]	.953	22	.364

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It may be inferred from the result above that the study data is normally distributed because the significance value (sig) for all data on the Kolmogorof-Smimov Test and the Shapiro-Wilk Test is larger than 0.05

3. Paired Simple T-Test

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The average of two paired samples can be compared using the Paired Sample T-test to see if there is a difference. In order to determine whether there is a difference in the mean scores between the two paired samples, the researcher in this study performed a Paired Sample T-test on the data from

the Control Class Pre-Test and the Control Class Post-Test (Teacher-Centered Method)

and the data from the Experimental Pre-Test and the Experimental Post-Test (SWELL

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order to determine whether there is a difference in the mean scores between the two paired

samples, the researcher in this study performed a Paired Sample T-test on the data from

the Control Class Pre-Test and the Control Class Post-Test (Teacher-Centered Method)

and the data from the Experimental Pre-Test and the Experimental Post-Test (SWELL

Method). With the aid of the SPSS 22.0 application, the test is conducted as follows:

Table 4.5
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-10.500	3.569	.761	-12.082	-8.918	-13.799	21	.000
Pair 2	Pre-Test Control - Post-Test Control	-10.000	5.855	1.248	-12.596	-7.404	-8.010	21	.000

The output pair 1's value of sig. (2 tailed) of 0.000<0.5 indicates that there is a

difference in the mean student score between the Pre-Test Control Class and the Post-

Test Control Class (Teacher-Centered Method). Following that, it can be inferred that

there is a difference in the mean score of the students for the Pre-Test Experimental Class

and Post-Test Experimental Class (SWELL Method) based on the result of pair 2 and the

sig value (2 tailed) of 0.000<0.5. Therefore, it is possible to draw the conclusion that the SWELL method has an effect on student learning outcomes in writing skill of analytical exposition text based on the discussion of output pair 1.

Table 4.6
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	74.27	22	5.302	1.130
	Post-Test Experiment	84.77	22	3.308	.705
Pair 2	Pre-Test Control	67.55	22	7.915	1.687
	Post-Test Control	77.55	22	5.369	1.145

It is clear from the output above that the experimental class's average score on the Pre-Test and Post-Test has increased significantly. In other words, it may be said that the SWELL method significantly increases skills writing in Analytical Exposition Text.

4. Test of Homogeneity

A statistical technique called the Test of Homogeneity aims to demonstrate that two or more groupings of sample data originate from populations with the same variance (Nuryadi et al., 2017). The homogeneity test is thus utilized in this study to examine if the post-test data groups for the control class (Teacher-Centered Method) and the post-test experimental class (SWELL Method) are homogenous (same) or heterogeneous (not the same). In order to determine if data are homogeneous according to the homogeneity test, the significance value must be more than 0.05; otherwise, the data cannot be

considered homogeneous. With the aid of the SPSS 22.0 application, the test is conducted as follows:

Table 4.7
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	2.075	1	42	.157
	Based on Median	2.122	1	42	.153
	Based on Median and with adjusted df	2.122	1	33.448	.155
	Based on trimmed mean	2.043	1	42	.160

It can be inferred from the output above that the variance of the post-test data for the experimental class and the control class is homogenous or equal because the significance value (sig) based on the mean is known to be $0.157 > 0.05$.

5. Independent Simple T-Test

To calculate the average difference between two independent populations/data sets, the Independent Sample T-Test is utilized (Nuryadi et al., 2017). This Independent Sample t-test has assumptions/conditions that must be met, namely the data is normally distributed, the two groups of data are independent (free) and the variables are linked numeric and categorical form (with only 2 groups). The Independent Sample t-test was used in this study to see if there were any differences between how to write analytical exposition text utilizing the Teacher-Centered Method and SWELL method. Using the SPSS 22.0 program, this test was conducted on post-test data for the experimental class (SWELL Method) and post-test data for the control class (Teacher-Centered Method):

Table 4.8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcomes	Equal variances assumed	2.075	.157	5.375	42	.000	7.227	1.345	4.514	9.941
	Equal variances not assumed			5.375	34.937	.000	7.227	1.345	4.497	9.957

It can be concluded from the output above that there is a difference between the average post-test of students utilizing the Teacher-Centered method and the SWELL method because the value of sig. (2 tailed) is 0.000 < 0.05.

Table 4.9
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-Test Experiment Class (SWELL Method)	22	84.77	3.308	.705
	Post-Test Control Class (Teacher-Centered Method)	22	77.55	5.369	1.145

The output shows that the average post-test scores for the experimental class (SWELL Method) are higher than the average post-test scores for the control class (Teacher-Centered Method). Therefore, it can be said that the SWELL Method is more successful than the Teacher-Centered method.

B. Data Analysis

The purpose of this research is to determine the impact by utilizing the SWELL method and Students' writing skills improve. Research that has been conducted by researchers shows that in general there is a significant effect of utilizing the SWELL Method learning method on the learning outcomes of class XI MP-2 SMK PAB 2 Helvetia on writing skills of analytical exposition text based on the management of the data obtained. from sig. (2 tailed) for the paired sample t-test is 0.000 <0.5. If the results of the significance for the paired sample t-test are less than 0.05, it is assumed that variable X affects variable Y; but if the significance value is more than 0.05, it is assumed that variable X has no effect on variable Y (Nuryadi et al., 2017). Therefore, it can be concluded that the SWELL Method learning method has an impact on student learning outcomes in writing analytical exposition text skills. The difference between the pretest and posttest mean values of the experimental class shows the magnitude of this effect. The average pre and post test scores for the experimental class increased from 74.27 to 84.77. In other words, it can be said that the SWELL Method significantly improves writing skills in analytical exposition text. The alternative hypothesis is approved, while the null hypothesis is rejected, due to an increase in the average value of student learning outcomes from the paired sample t-test statistic. This means that there is an increase in the use of the SWELL Method on students' ability to write analytical exposition text.

According to the Independent Samples T-Test, students who utilizing the Teacher-Centered Method and those who utilizing the SWELL Method had different average post-test scores, with a sig. (2 tailed) score of 0.000 <0.05. The group statistics table clearly shows how much the two groups differ; post-test mean scores for the Experimental Class (SWELL Method) and the Control Class (Teacher-Centered Method) were 77.55 and 84.77, respectively. When compared to the Control Class (Teacher-Centered Method), the average post test score (SWELL Method) of the Experiment Class is higher. Therefore, it can be said that the SWELL Method is more successful than the Teacher-Centered Method.

4.2 The Effectiveness SWELL Method Applied in Teaching Analytical Exposition Text

The application of SWELL method in teaching analytical exposition text was proven improving, it was seen from the data in the field from observation that could be divided into two indicators namely teaching learning process and the improvement students' ability on writing analytical exposition text.

They were identified as follows:

4.2.1 Teaching Learning Process

Swell is effective to be applied in teaching learning process which can be seen from several factors namely, students activities and teacher response. They were seen below:

4.2.1.1 Students Activities

Swell is effective to be applied in teaching learning process which can be seen from several factors namely, students activities and teacher response. They were seen below:

As (Teo, 2007) stated the utilizing of swell is effective if the students are collaborative, inclusive, creative, active and participative. From the observation in the experimental class those indicators of them were seen based on the researchers observation.

Firstly collaborative, when the teacher was giving the topic about "smoking is not good for us" they were feeling enthusiasticly it was proven that some of them was more giving some question to the teacher even though the teacher has not say anything but the students directly ask to the teacher and the classroom atmosphere is proven to encourage cooperation and collaboration between students. Students are encouraged to discuss and share ideas in writing analytical exposition text activities. This collaboration can be seen through group discussions, working in pairs, or co-authoring.

Secondly creative, the classroom atmosphere is proven to encourage creativity and students' freedom of expression. Students feel free to express opinions and construct their arguments in SWELL activities. The fear of mistakes or negative judgments must be reduced so that students feel comfortable developing their writing and language skills.

Lastly active and participative, the classroom atmosphere is proven to encourage active student participation. Students are encouraged to talk, ask questions, and share their opinions on the topic of the analytical exposition text being studied. The teacher facilitates discussion, asks open questions, and gives every student an opportunity to contribute. This helps students feel engaged in learning and strengthens their spoken language skills.

Based on the perspective researchers in the classroom by creating a collaborative, creative, active and participative classroom atmosphere, teachers can increase the effectiveness of learning to use SWELL in learning analytical exposition text. This

positive and supportive atmosphere will encourage students to participate, interact, and develop their English skills be better.

4.2.1.2 Teacher Responses

Based on the teacher responses, the teachers thinks the swell is effective because there are several factors as follows:

Firstly, the importance of Collaboration and Social Interaction. The teacher perspective in the classroom, the teacher sees that the focus on collaboration and social interaction in the SWELL method is something positive. Good communication skills involve not only the ability to write correctly, but also the ability to interact with others in various contexts. By encouraging students to participate in group discussions and activities, SWELL helps students understand how language is used in real situations.

Improved Writing Skills: Students are required to be able to compile and write to express, ask questions, and answer expressions of making ideas and arguments as seen by basic competent 4.1 in curriculum. therefore the teacher is very concerned about this and according to the teacher swell is one suitable method to help and fulfill these learning achievements. Through the SWELL method, students can be involved in collaborative writing, such as writing collaborative essays or stories together. This gives them the opportunity to develop more complex writing skills.

Lastly, challenges and disadvantages in swell implementation: The teacher thinks SWELL implementation presents several challenges. according to the teacher Time management is one thing that needs to be considered carefully. Group discussions and activities can take longer than planned if not managed properly. In addition, managing

groups with students of varying ability levels such as students who are passive in class may require an effective differentiation strategy.

In conclusion, teachers think and see a lot of positive potential in the SWELL learning method. However, as with every method, effective implementation and adaptation to student needs is the key to success. the teacher will be happy to try and adapt this method according to the needs and characteristics of their class.

4.2.2 The Improvement Students' Ability on Writing Analytical Exposition Text

Increasing Students' Ability in Writing Analytical Exposition Text can be seen from the value factor. before the students in the experimental class were treated using the swell method the total score obtained was 74.27 but after the students in the experimental class were treated using the swell method the scores increased. the total value of the wholeness obtained is 84.77. it can be said that the SWELL Method significantly improves writing skills in analytical exposition text.

The success of the swell method is also followed by several factors as previously explained, which that the swell has succeeded in making students collaborative, creative, active and participative.

C. Findings

The result of the analysis and the data obtained showed that the utilizing Social Interactive Writing for English Language Learners (SWELL) that can impact method for teaching analytical exposition text and significantly improving students writing skills of analytical exposition text, as demonstrated by paired sample t-test analysis. The results of the paired sample t-test of the two samples are there is an influence from the utilizing the swell method on students writing skills in analytical exposition text. The magnitude

of this impact is evident from the mean score Post-Test of the Experimental Class which has improved from 74.27 to 84.77. So it can be said that there is a significant increase in writing skills of analytical exposition text by utilizing the SWELL method.

The effectiveness of the swell method can also be seen from the teaching learning process, which includes student activities where students become collaborative, creative, active and participative in the classroom, all of which improve their writing skills. Besides that its effectiveness can also be seen from the teacher's response in which the teacher thinks that the swell method sees a lot of positive potential in the SWELL learning method. However, as with every method, effective implementation and adaptation to student needs is the key to success.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results that have been presented, it can be concluded that there is the impact and significantly improving students writing skills of the utilizing Social Interactive Writing for English Language Learners (SWELL). The results of the paired sample t-test of the two samples are there is an influence from the utilizing the swell method on students writing skills in analytical exposition text. The magnitude of this impact is evident from the mean score Post-Test of the Experimental Class which has improved from 74.27 to 84.77. So it can be said that there is a significant increase in writing skills of analytical exposition text by utilizing the SWELL method.

The effectiveness of the swell method can be seen from the teaching learning process, which includes student activities where students become collaborative, creative, active and participative in the classroom, all of which improve their writing skills. Besides that its effectiveness can also be seen from the teacher's response in which the teacher thinks that the swell method sees a lot of positive potential in the SWELL learning method. However, as with every method, effective implementation and adaptation to student needs is the key to success.

As a result, it may be said that there is a impact and significant increase in writing skills of analytical exposition text by using SWELL method in class XI Office Management SMK PAB 2 Helvetia Medan and the SWELL Method is more successful than Teacher-Centered Method.

B. Suggestion

For further research, The researcher recommends conducting more in depth research on the advantages and utilizing the SWELL method. Researchers should pay more attention to student activity when learning activities take place, for example such as asking questions or providing opportunities to raise inquiries regarding material that has not been fully grasped. This is done to investigate whether students really understand the learning material or not. Further research can also investigate other factors were not found in this study that can improve students' ability in writing skill.

In connection with the foregoing conclusion, the following suggestions are also made:

1. To students

There were some students who were passive during the learning process., maybe because they did not study the material that had been given previously. Therefore, students must practice their honesty for the sake of learning and progress in their education because students must participate actively in the process of learning as well as open a mind set, not hesitate or be ashamed to ask questions and express their opinions.

2. To Teachers

SWELL Method can help English teachers increase their students' learning ability, focus, motivation, and independence especially when it comes to writing skill in analytical exposition text. Cooperation and interaction between teacher and students during learning must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand learning materials.

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APPENDICES

APPENDIX 1

LESSON PLAN

Satuan Pendidikan   : SMK PAB 3 Helvetia

Kelas/ Semester   : XI/ Ganjil

Mata Pelajaran   : Bahasa Inggris

Materi   : Analytical Exposition

Alokasi Waktu   : 4x 40 Menit (2 pertemuan)

A. Kompetensi Inti:

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual,prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.2 Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya 3.4.3 Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.5 Menganalisis (C4) informasi rinci didalamteks analytical exposition
4.4 Teks Eksposisi Analitis 4.4.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu actual. 4.4.2 menyusun teks eksposisi analitis tulis, terkait isu actual, dengan	4.4.1.1 Menentukan (P5) Generic structure dari teks analytical exposition tulis secara benar dan sesuai konteks. 4.4.2.1 Membuat teks analytical exposition terkait isu aktual

memperhati kan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan materi analytical exposition dengan menggunakan Teacher-Center method peserta didik diharapkan secara kritis mampu:

1. Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

2. Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

3. Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.

4. Menganalisis (C4) informasi rinci didalam teks analytical exposition.

5. Menentukan (P5) Generic structure dari teks analytical exposition tulis secara benar dan sesuai konteks.

6. Membuat teks analytical exposition terkait isu actual.

D. Materi Pembelajaran

Analytical Exposition Text

1. Definition : a text that elaborates the writer's idea about the phenomenon surrounding.

2. Social Function : Its social function is to persuade the reader that the idea is an important matter.

3. Generic Structure

   Thesis : Introducing the topic and indicating the writer's point of view.

   Argument : Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

   Reiteration : Stating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration.

Language Features of Anlytical Exposition Text

1. Using emotional connotations to make the point of view more compelling. It may be supplied by selecting the correct synonym of the term. (For example, instead of saying nice, use spectacular or outstanding.)

2. Use the present tense. (For example, it provides, I say, etc.)

3. Employing mental verbs. (For example, believe, prefer, doubt, agree, disagree, and so on.)

4. Using verbs to say. (For example, individuals said, it was said, they declared that, etc.)

5. Using linking words. (For example, also, furthermore, also, not only, additionally, initially, etc.)

6. Using a causal conjunction (e.g., despite, due to, for that reason, because, yet, even though, etc.)

7. To confirm, use terms that convey the author's viewpoint. (for example, will, may, must, generally, routinely, etc.)

8. Employing persuasion strategies. It is conveyed via generalizations, facts, and hyperbole.

Example of Analytical Exposition Text:

"Smoking is bad for us"

Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This

is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking. Ninety percent of lung cancers are caused by smoking.

If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

E. **Kegiatan Belajar Mengajar**

Pertemuan 1

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru menyiapkan peserta didik secara psikis dan fisik.	10 Menit	Power Point

	e. Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP		
Kegiatan Inti	Mengamati a. Peserta didik menganalisis contoh teks expositon text "smoking is bad for us". b. Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, etc) Menanya (ASK) a. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan. b. Dengan bantuan guru, peserta didik mencari ide pokok dan keywords maupun kata-kata sulit yang telah mereka dapat. Mengasosiasi a. Peserta didik secara individu menulis kembali cerita dari ide utama maupun ide pendukung dari setiap paragraph dari teks cerita berjudul "Smoking is bad for us." b. Peserta didik menyusun kembali teks cerita	60 Menit	

	berdasarkan keyword yang mereka dapat sebelumnya untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari. Mengkomunikasikan a. Peserta didik mem presentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks.		
Penutup	a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pendahuluan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru melakukan review materi yang telah dipelajari dipertemuan sebelumnya. e. Guru menyiapkan peserta didik secara psikis dan fisik. f. Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	
Kegiatan Inti	a. Peserta didik membuat project teks analytical exposition berdasarkan tema yang telah ditentukan oleh guru. b. Guru memonitor dan membe rikan arahan kepda peserta didik selama proses pembuatan project. c. Setiap kelompok mengujikan hasil project dengan memajang hasil di mading kelas. d. Setiap kelompok memberi tanggapan mengenai hasil project kelompok lainnya. e. Guru memberikan tanggapan dan masukan	60 Menit	

	terhadap hasil kerja peserta didik.		
Penutup	a. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. b. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas. c. Guru menginformasikan materi pada pertemuan berikutnya. d. Kegiatan pembelajaran ditutup dengan doa.	10 Menit	

F. Teknik

1. Pendekatan : Scientific Learning

2. Strategi   : Teacher-Centered Method

G. Penilaian

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic).	30-27
	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic).	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate).	16-13

Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate).	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register).	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions).	25-22
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	21-18

	constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).	2
Total	100	

LESSON PLAN

Satuan Pendidikan   : SMK PAB 3 Helvetia

Kelas/ Semester   : XI/ Ganjil

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Alokasi Waktu   : 4x 40 Menit (2 pertemuan)

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KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis (C4) informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 3.4.2 Menganalisis (C4) informasi rinci terkait unsur kebahasaan beberapa teks esposisi

	analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya
	3.4.3 Menganalisis (C4) informasi rinci terkait Struktur teks beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
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C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan materi analytical exposition dengan menggunakan Social Interactive Writing English for English Language Learner (SWELL) peserta didik diharapkan secara kritis mampu:

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Smoking is good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

E. Kegiatan Belajar Mengajar

Pertemuan 1

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	a. Guru memberi salam. b. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. c. Guru memeriksa kehadiran peserta didik. d. Guru menyiapkan peserta didik secara psikis dan fisik. e. Guru menjelaskan tentang tujuan dan metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai.	10 Menit	Power Point

	f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	**Mengamati** a. Guru menjelaskan konsep "WH" words kepada peserta didik. b. Guru membagi kelompok helper & writer. c. Helper membuat pertanyaan kepada writer seperti (siapa, kapan, dimana, kenapa). d. Peserta didik sebagai writer menulis dan menjawab yang dibuat oleh helper. **Menanya** a. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. b. Dengan bantuan guru, peserta didik yang bertugas sebagai helper dan writer mencari kata-kata sulit yang peserta didik temukan. **Mengasosiasi** a. Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya. b. Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. c. peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan. **Menkomunikasikan** a. Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan supporting idea dengan kalimat	60 Menit	

Aktivitas	Deskripsi Kegiatan	Waktu	Media
	sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks. c. peserta didik yang menjadi writer menyalin kalimat yang bagus yang telah diperiksa oleh helper.		
Penutup	a. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pembukaan	**a.** Guru memberi salam. **b.** Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. **c.** Guru memeriksa kehadiran peserta didik. **d.** Guru menyiapkan peserta didik secara psikis dan fisik. **e.** Guru melakukan review tentang metode pembelajaran (SWELL method) atau kompetensi dasar yang akan dicapai.	10 Menit	Power Point

	f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	Mengamati a. Peserta didik membuat project teks analytical exposition text dengan menggunakan metode swell yang telah diberikan. b. Guru memonitor dan memberikan arahan kepada peserta didik selama proses pembuatan project (guru mengarahkan peserta didik menggunakan WH Word) agar peserta didik dapat berkolaborasi dengan baik dalam membuat project. Menanya a. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait hal hal yang tidak diketahui helper. b. Dengan bantuan guru, peserta didik yang bertugas sebagai helper dan writer mencari kata-kata sulit yang peserta didik temukan. Mengasosiasi a. Peserta didik membacakan kembali kalimat/ kata yang telah ditulis sebelumnya. b. Peserta didik menyusun kembali teks cerita dan membuat draft dan saling memberi masukan satu sama lain. c. peserta didik saling memeriksa dan menambahi satu sama lain jika diperlukan. Menkomunikasikan a. Peserta didik mempresentasikan hasil teks cerita mereka dengan membaca teks deskriptif yang beberapa kata dan kalimat nya telah berubah. merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan main idea dan	60 Menit	

	supporting idea dengan kalimat sendiri. b. Peserta didik mengamati kembali teks yang telah dipelajari dan menemukan kata-kata sulit di dalam teks. c. peserta didik yang menjadi writer menyalin kalimat yang bagus yang telah diperiksa oleh helper.		
Penutup	a. Guru dan peserta didik secara bersama-sama mem buat ringkasan bahan yang sudah dipelajari pada pertemuan ini. b. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. c. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. d. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

G. Teknik

1. Pendekatan   : Scientific Learning

2. Strategi   : SWELL Method

H. Penilaian

Component	Criteria	Score
Content	Excellent to very good (Knowledgeable, substantive relevant to assigned topic).	30-27

	Good to average (Some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail).	26-22
	Fair to poor (Limited knowledge of subject, little substance inadequate development of topic).	21-17
	Very poor (Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate).	16-13
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	20-18
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	17-14
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	13-10
	Very poor (Does not communicate, no organization, or not enough to evaluate).	9-7
Vocabulary	Excellent to very good (Sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register).	20-18
	Good to average (Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured).	17-14
	Fair to poor (Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured).	13-10
	Very poor (Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate).	9-7
Language Use	Excellent to very good (Effective complex constructions, few errors of agreement, tense,	25-22

	number, word order/ function, articles, pronouns, prepositions).	
	Good to average (Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	21-18
	constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured).	17-11
	Very poor (Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate).	10-5
Mechanics	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	5
	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	4
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	3
	Very poor (No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate).	2
Total		100

APPENDIX 3

THE TEST PRE-TEST & POST-TEST OF WRITING

ENGLISH SKILLS

Name: Kendy Tanesa

Class: XI MP-1 (Experimental Class)

Time: 45 Minutes

1. Make an essay of analytical exposition text about "The Importance of Education", do not forget to include the identification and description.

Thesis : Education is the most important thing among us all. Education has a very important role in your life. In order to live a luxurious life or live a better life, you need education.

Argument : Education becomes something that can change a person in living a better life and for social welfare. Education is a step towards doing something constructive for the near future. It helps someone to do their best by using their mind and soul. This is what gives you a lot of knowledge in all aspects.

Education plays an important role in your success in personal growth. The more knowledge you have, the more you will grow. Being educated and obtaining a professional degree can prepare you to be part of well-known companies, organizations, or institutions.

Conclusion : As discussed above, there are a lot of positive benefits to having a good education. Therefore, education is deemed a real success behind any future success.

\

C = 30
O = 20
V = 18
L = 20
M = 4

THE TEST ~~PRE-TEST~~ & POST-TEST OF WRITING

ENGLISH SKILLS

Name: Kendi Fanesa

Class: XI MP. 1 (Experimental Class)

Time: 45 Minutes

1. Make an essay of analytical exposition text about "The Importance of

Education", do not forget to include the identification and description.

Introduction · Education is irreplaceable in the course of human development. This analytical writing will reveal why education has a central role in the process of individuals and Society. We will explain the benefits of education in forming Insights, improving the quality of life and forming an Intelegent society.

Problem Introduction : Education plays an important role in opening Insights. Through learning and experience, students gain a deep understanding of various disciplines and social issues. By gaining broad insights, they can think more critically and be able to evaluate Information wisely.

Argument 1 : Firstly, education Improves Quality of Life. Education opens the door to better life opportunities. Through the knowledge and skills acquired, individuals have the opportunity to find better jobs and improve their well-being. Educated people tend to have higher incomes, better access to health services, and overall healthier lifestyles.

Argument 2 : Secondly, Education Forms a Smart Society. Educated people tend to develop better. Education plays a key role in shaping an intellegent and cultural society. With the knowledge gained, Citizens can participate actively in social and political life, and contribute to solving complex problems.

Argument 3 : Lastly, Through Education, a person can acquire the knowledge, skills, and understanding needed to participate actively in society. Education also opens opportunities to improve the quality of life, broaden horizon, and encourage progress in various areas of life.

Reiteration : Despite the obvious benefits of education, some argue that success in life does not always depend on the level of education. They argue that character and hard work also have significant role in achieving goals.

THE TEST PRE-TEST & POST-TEST OF WRITING

ENGLISH SKILLS

Name: Suci Ayu Ramadhani

, Class: XI MP 2 (control class)

Time: 45 Minutes

1. Make an essay of analytical exposition text about "The Importance of Education", do not forget to include the identification and description.

The Importance of Education in Society

* Thesis

Education is the main pillar in the progress of a society. Along with the times, the importance of education is increasingly prominent as a basis for the progress of individuals and nations. This article will explain why education has a crucial role in the development of society.

* Argument

Education provides access to knowledge and information. With this access, the level of community literacy can be increased. Literate people will be better able to understand various complex issues and more wise decisions in their daily lives as well as in participating in the democratic process. Education does not only teach academic knowledge, but also shapes the character and culture of society. With education, moral and ethical values can be disseminated, so that people become more tolerant, empathetic, and respect differences. A cultured society is also more likely to uphold social norms, respect human rights, and protect the environment.

* Conclusion

Education is a very important long-term investment for the development of society.

THE TEST PRE-TEST & POST-TEST OF WRITING

ENGLISH SKILLS

Name: Suci Ayu Ramadhani

, Class: XI - MP2 (control class)

Time: 45 Minutes

1. Make an essay of analytical exposition text about "The Importance of Education", do not forget to include the identification and description.

The Importance of Education

(* Thesis Statement)

Education plays an important role in shaping environmental awareness among the people

* Argument 1

Education provides knowledge about environmental issues and the impact of human behavior on ecosystems. Through environmental education, students are taught about the importance of maintaining biodiversity, maintaining ecosystem balance, and minimizing waste and pollution. By understanding the impact of their actions, individuals tend to be more responsible in protecting their surroundings and strive to sustainably

* Argument 2

Education also plays a role in shaping pro-environmental behavior. In addition to providing knowledge, education also helps change individual attitudes and behavior towards the environment.

* Restatement of Thesis

Thus, it is important for the community to support effective and comprehensive environmental education. The government and educational institutions must work together to integrate environmental issues into the overall curriculum.

APPENDIX 4

Research Documentation

APPENDIX 5

Yth: Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama   : Bintang Pramudita
NPM   : 1902050044
Program Studi   : Pendidikan Bahasa Inggris
Kredit Komulatif : 115,0   IPK = 3, 50

Persetujuan Ketua/Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on Students' Ability to Exposition Text.	
	A Thematic Progression Analysis of Argumentative Texts in Locally and Internationally Authored ELT Textbooks.	
	Rhetorical Moves on The BBC News About the Vladimir Putin Announces Partial Military Mobilization to Fight Ukraine War.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Desember 2022
Hormat Pemohon,

Bintang Pramudita

Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 6

===

Kepada Yth: Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini:

Nama   : Bintang Pramudita
NPM   : 1902050044
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on Students' Ability to Exposition Text.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai:

Dosen Pembimbing: Yayuk Hayulina Manurung, M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Desember 2022
Hormat Pemohon,

Bintang Pramudita

Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 7

Nomor   : 3554 /II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Bintang Pramudita
N P M   : 1902050044
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Impact of Utilizing the Social Interactive Writing for English
                   Language Learners (SWELL) Approach on Students' Abilityto
                   Exposition Text.

Pembimbing   : Yayuk Hayulina Manurung, S.Pd., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
   1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
   2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
   3. Masa daluwarsa tanggal : **29 Desember 2023**

Medan   5 Jumadil Akhir 1444 H
        29 Desember   2022 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd,
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
   WAJIBMENGIKUTISEMINAR

APPENDIX 8

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama   : Bintang Pramudita
NPM   : 1902050044
ProgramStudi   : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on Students' Ability to Exposition Text.	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 9 Desember 2022
Disetujui oleh

Dosen Pembimbing

(Yayuk Hayulina Manurung, M.Hum.)

Hormat Pemohon

(Bintang Pramudita)

APPENDIX 9

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 17 Bulan Maret Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Bintang Pramudita
N.P.M   : 1902050044
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on EFL Learners Writing Skills

No	Masukan dan Saran
Judul	✓
Bab I	Revised based on the comments given
Bab II	Revised based on the comments given.
Bab III	please Revised on the Comments given
Lainnya	Rev check the writing system.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas   Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)   (Yayuk Hayulina M, S.Pd., M.Hum)

Panitia Pelaksana

Ketua   Sekretaris

(Pirman Ginting, S.Pd., M.Hum)   (Rita Harisma, S.Pd., M.Hum)

APPENDIX 10

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Bintang Pramudita
N.P.M	:	1902050044
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on EFL Learners Writing Skills

Pada hari Jumat tanggal 17 bulan maret tahun 2023 sudah layak menjadi proposal skripsi.

Medan,   Maret 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)   (Yayuk Hayulina M, S.Pd., M.Hum)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)

APPENDIX 11

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakatuh
Saya yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Bintang Pramudita
NPM	: 1902050044
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach on EFL Learners Writing Skills

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah di teliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saaya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar Kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat di pergunakan sebagaimana mestinya.

Medan, Agustus 2023

Diketahui oleh
Ketua Program Studi Pendidikan Bahasa Inggris

Hormat Saya
Yang membuat Pernyataan

(Pirman Ginting, S.Pd., M.Hum)

(Bintang Pramudita)

APPENDIX 12

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 1945 /II.3/UMSU-02/F/2023	Medan, 3 Dzulqaidah	1444 H
Lamp	: ---	23 Mei	2023 M

H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMK PAB 2 Helvetia
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **Bintang Pramudita**
N P M   : 1902050044
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **The Impact of Utilizing the Social Interative Writing for English Language Learners (SWELL) Approach on EFL Learners Writing Skills.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004060701

Pertinggal

APPENDIX 13

SURAT KETERANGAN

No : K02 / 0ss / PAB / VII.PPL / 2023

Kepala SMK Swasta Perkumpulan Amal Bakti (PAB) 2 Helvetia. Kecamatan Labuhan Deli, Kabupaten Deli Serdang, berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara No : 1945/II.3/UMSU-02/F/2023 tanggal 23 Mei 2023, dengan ini menerangkan bahwa :

Nama	:	**BINTANG PRAMUDITA**
N I M	:	1902050044
Program Studi	:	Pendidikan Bahasa Inggris

telah mengadakan penelitian guna penyelesaian Skripsi dengan judul :

" The Impact Of Utilizing the Social Interative Writing For English Language Learners (SWELL) Approach on EFFL Learners Writing Skills ."

dari tanggal 26 Juni s/d 18 Juli 2023 Agustus di Sekolah SMK PAB 2 Helvetia.

Demikian surat keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.

Helvetia, 18 Juli 2023
Kepala Sekolah,

Drs. Satiman

APPENDIX 14

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Bintang Pramudita
NPM	: 1902050044
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Impact of Utilizing the Social Interactive Writing for English Language Learners (SWELL) Approach of EFL Learners Writing Skills

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20 Juni 2023	Data and Data Analysis (I)	
6 Juli 2023	Data Analysis. Research Findings	
20 Juli 2023	Discussion Writing System	
25 Juli 2023	Abstract Acknowledgement	
10 Agustus 2023	Final Review	

Medan, Agustus 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Yayuk Hayulina Manurung, S.Pd., M.Hum)

APPENDIX 15

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

PERMOHONAN UJIAN SKRIPSI

Kepada Yth :

Medan,   Agustus 2023

Bapak/Ibu Dekan *)
di
Medan

Assalamu'alaikum Wr. Wb

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama	:	Bintang Pramudita
NPM	:	1902050044
Program studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Setia Jadi No. 7 Medan

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4 x 6 cm, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3)
5. Foto copy compri 3 lembar
6. Foto copy toefl 3 lembar
7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

Pemohon,

Bintang Pramudita

Medan,   Agustus 2023
Disetujui oleh:
A.n. Rektor
Wakil Rektor I

Medan,   Agustus 2023

Dekan

Prof. Dr. Muhammad Arifin, S.H., M.Hum   **Dra. Hj. Syamsuyurnita, M.Pd**
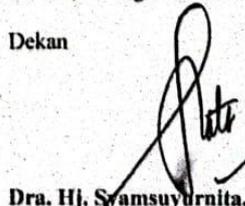
APPENDIX 16

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN
Bismillahirrrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: Bintang Pramudita
Tempat/ Tgl. Lahir	: Petani Timur, 02 September 2001
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 1902050044
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jl. Setia Jadi No. 7 Medan
	Telp/Hp: 0821-6800-2475
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal   Agustus 2023 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitian Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya Yang Menyatakan,

Bintang Pramudita