

WRITING PRACTICE THROUGH PARALLEL WRITING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILLS

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Abstract

This paper describes and offers writing practice through parallel writing technique to improve students' writing skill. This technique show, how to express their ability with use their own words in written text. The concept of parallel writing technique is central to teaching of connected discourse since it the students should have a model from which work guide them towards their own ability to express themselves in written English. Parallel writing is one of technique that can improve our own idea, main, and opinion in writing. Parallel writing is written version immediately stage. When the students might see a short piece of connected writing by using the new language and then be asked to write a similar piece with use their own word.

Keyword: Writing Practice, Parallel Writing Technique.

A. Introduction

Writing is the mental work in inventing ideas, thinking about how to express and organize it into statement and paragraph that will be clear to a reader. So, when you try to write something you must have some idea or opinion to create a paragraph. Because the purpose of writing is expressing idea and conveying a message to the reader. On the other hand, teaching writing in the classroom should be more practice to express their idea. Jeremy Harmer (1991) says that organizing idea into coherence piece of discourse in learning language; we do not only have to show how to say but also how to write into written form. So, as a teacher should be have a good technique or method in teaching learning process in the classroom, especially in teaching writing.

However in reality, teaching writing are demanded to learn more about structure and grammatical in the text or copy from the book rather than practice to write. But how we can write something if never tries to express our idea in written form. Automatically, we need to practice it by writing. Because the purpose of writing are a process of expressing idea or thought. Sometimes students fell bored because they learn more about structure and grammar. Finally

they cannot express their ideas. Similarly, David Nunan said that writing is the physical act of committing words or idea to some medium. It means they try to committee ideas into a sentence or paragraph.

But in fact, the students spend a great deal of time to copy from the book rather than try to express their idea if the teacher asks students to write a paragraph. It seems to be done by some. It means that they can't express their idea, opinion, and thought in their written work because their teacher never give a chance to write something by composing a topic that has famous in their life by using their own words.

Releasing that problem, teachers have to try to develop student's thinking abilities to express their idea in producing their writing by using their native language while composing a topic that has relation in their daily life and try to generating idea in different mode.

So, the writer offers writing practice through parallel writing technique to improve their writing skill, this technique show, how to express their ability with use their own words in written text. The concept of parallel writing technique is central to teaching of connected discourse since it the students should have a model from which work guide them towards their own ability to express themselves in written English.

B. The Concept of Writing Skill

1. Writing as Creative Communication

Language is a medium of communication for human beings that consist of four language skill they are listening, speaking, reading and writing. According to David Nunan, writing is physical act of committing word or idea to some medium and how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Penny Ur said that writing consists of two aspects of language, they are micro aspects (Spelling, Punctuation, etc) and macro' (content organization).

On the other hand the principle of writing is the expression of ideas and conveying of a message to a reader. So, the idea should arguably be as the most important aspect of the writing that needs also to pay some attention to formal aspects: heat writing, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

Teaching writing as a foreign language is to get learner to acquire the abilities and skills. Alice Omaggio Hadley point out writing as a support skill and writing as a communication art parallels, to some extents.

Writing skill includes in two categories of activities:

- a. Writing down, or exercise involving copying or reproduction of learned material, concentrating on the conventions of spelling, punctuation, grammatical agreements, etc. and
- b. Writing in the language, which students engage in a variety of grammar practice activities of the controlled nature in order reinforce their growing knowledge of the linguistic system because of writing is productive skill and creative or expressive writing. So, rivers describe that creative or expressive writing includes in two categories:
 - 1) Flexibility measures, in which student begin writing within a framework (including transformation exercise, sentence combining practice, expressions embellishments, idea frames, and similar activities).
 - 2) Expressive writing, which includes guided and free compositions that fulfill the normal purposes for which we write in the real word.

2. The Definition of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writing is a one way to develop our opinions, ideas or thoughts. According to Widdowson describe that writing is the act of making up correct sentence and transmitting them through visual medium to manifest the graphology and grammatical system of the language. According to oxford, writing is the activity or occupation of writing for instance books, stones, and article. writing is a physical act of committing words or ideas, thinking about how to express them, and organizing them into statements and paragraphs. Writing skill is a key indicator of language ability and basic ability for studying various subject it influence to significance action nations, quality and educational performance.

Writing shifts the responsibility for learning away from the teacher toward their students. A good writing was done from a set of rule and principle, the teacher, duty was to relate these rules, and students then write in response to select this rule, and students then write in response to select written texts. In second language writing instruction, during this time as in native language instruction, the rules of writing were concerned more with correctness of form over function. But, in teaching writing, students spent a great deal of time in copying models rather than expressing their own ideas creatively.

3. The Component of Writing

There are five components of writing namely: contents, organization, vocabulary, language use, and mechanic.

a. Content

The content of writing should be clear to readers. So that the reader can understand the message conveyed and gain information from it. There are at least things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, coherence, continuity, and should be adequately developed.

b. Organization

In organization of writing concerns with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing materials in writing involves coherence order of importance, general to specific general, chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective use of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fail to compose what they are going to say, because she/he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language Use

Language use in writing description and other form writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles, first they used to distinguish between particular and things second, it used us first word in quotations, a formal statements and proper adjectives, etc. this aspect is very important

since it leads readers to understand or recognize immediately what the writer means to express definitely

4. The Purpose of Writing Skill

Suggest that has involved in societies as a result of cultural change creating communicative needs which connect be rapidly met by the spoken language. He speculates that with emergence of cultures based on agriculture rather than hunting and gathering, there develop a need permanent record. In the modern world, written language serves a range of function in everyday life. Include the follow:

a. Primarily for action public signs

Roads and situations: product label and instructions, e.g on foot, tods or toys purchased: recipes, map television and radio guides: bills menu, telephone directories, ballot papers, computer manuals, monitors and print outs for social contact personal correspondence : letters, postcards, greeting cards.

b. Primarily for information

Newspapers (new, editorials) and current affairs magazines hobby magazines; nonfiction books, text books: public notice: advertisements: political pamphlets; scholastic. Medical etc. reports; guide books and travel literature.

c. Primarily for entertainment.

Light magazines, comic strips: fiction books: poetry and drama: newspaper features: film subtitles: games, including computer games. These different purposes for language will be reflected in the text through which the functions are realized: letters have different characteristics from newspapers editorial, which have different characteristics from poems, and so on. As we have seen these differences exist within sentence at the level of grammar, and beyond the sentence at level of text structure.

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5. The Process of Writing

Writing is commonly seen as three stage process pre-writing, writing and re-writing, they are:

a. Pre-writing

Before actual composition begins, there is always a period of getting ready, and this period can be few moments, a few days, weeks, or even years. We can consider the problem involved in this pre-writing stage of composition, namely: finding a usable topic, discovering ideas, defining our audience, and defining limitations.

b. Writing

One way to think the process of the writing process is to break it down into its major units, such as sentences is together to make coherent essay. Therefore, we can say the major problems the writing process are:

- 1) Producing effective sentence (sentence structure)
- 2) Constructing paragraph (paragraph development)
- 3) Creating a coherent overall form for the essay (organization)

c. Re-writing

Rewriting is the process of making deletion, rearrangement, and substitutions. When one writer makes of significance change in the paper. Rewriting should not be confused by editing. We mean cleaning up the manuscript, punctuating correctly, eliminating misspelling, making sure that verbs agree with their subject and so on. When we write, we can delete, add, rearrange, substitute of some words, phrases, sentences, and paragraph section.

Revising and editing a paper is the next step you have to do after the writing process is completed. However, a writer should try to have a break between the two steps of the process. It is recommended to wait at least one day before coming back to the paper, especially is a large scale writing project. For the smaller ones, even a five minutes break is productive because it helps to create a distance between you and your writing. Taking a break is necessary because it would be easier for a writer to notice errors or inconsistencies in his paper when he is working with a fresh mind and fresh eyes.

Revising a paper starts with reading and re-reading the paper slowly. Reading at normal speed would not provide sufficient time for the eyes to spot errors in the paper.

There are three main areas that a writer should pay attention to while rising his paper. Firstly he has to pay attention to the content and organization of his paper. Secondly, he has to pay attention to the style. And finally, he needs to check the format of the paper. The general checklist for three subdivisions as follows:

- 1) Content and organization

You have to make sure that:

- a) The introduction is increasing and it explains what the paper is about.
- b) The introduction contains a clear thesis statement.
- c) The body of the paper is organized in a logical way
- d) You do not write anything which is irrelevant to your topic.
- e) you have to explained all your ideas clearly
- f) The conclusion synthesis and clarifies important information and reinforces the thesis statement.

2) Style

You have to check that:

- a) All paragraphs are well developed
- b) You use variety of ways to begin your paragraphs to avoid boring repetition.
- c) Each paragraph has one topic sentence in it.
- d) All paragraphs are well connected by the appropriate transitional sentence.
- e) You avoid using too many words without specific and concrete meaning, such as “it”, “someone”, “or”, “everyone”.
- f) You use the correct grammar
- g) You use the correct punctuation
- h) All the words are spelled correctly

3) Format

You have to ensure that:

- a) You paper has the correct margins, headings, and sections.
- b) You have followed the correct line for typing
- c) You include all necessary parts, as required (including abstract and table of contents if required).

6. Theory and Practice of Writing Skill

Writing is one way to develop our ideas, opinion, or thoughts that need special skill where people use it to express their idea. When dealing with writing, we make the best use of sentences of paragraphs to express our message, and our purpose of communication when we write, we include to interact with our readers using written language.

According to Kroll, teaching writing in the class it is need a technique are part of what has been called the process approach or process of writing.

Hillocks (1968) identifies four approach into writing instruction includes:

- a. The presentational mode, with clear and specific objective, teacher centered discussion for writing principles, and assignments involving imitation and analysis model of writing.
- b. The natural process mode, which encourages free writing including use of daily journal, emphasizes positive learning with a low level of structure in assignments, and is no directional about the qualities of writing to be developed.
- c. The empirical mode, emphasizing clear and specific objective and group work on particular important to some aspect.
- d. The individualized mode, where students are instructed through tutorials or programmed material and instruction is gear specifically to students needs.

There are five principles that every teacher consider while planning a course in teaching writing.

1) Understand your students' reason for writing

The greatest dissatisfaction instruction comes when the teacher goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write

Writing almost always improves with practice. When practice writing; sessions are integrated regularly into your syllabus students will becomes more comfortable with the act of writing. So, practice writing should be providing students with different type of writing that practice in class.

3) Make feed back helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. Feedback not always be written the margins. We can experiment with different forms, we can provide summary comments that instruct students to look for problem and correct them on their own.

4) Clarify for your self, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing will be evaluation of their writing is completely subjective.

5) Classroom technique and tasks

This section presents a few techniques and tasks you can use to teach writing. All of these techniques are part of what has been called the process approach or process writing.

7. Types of Classroom Writing Performance

While various genres of written text bound, classroom writing performance is, by comparison, united. Consider the following two major categories of classroom writing performance:

a. Imitative or writing down

At beginning level of learning to write, student will simply “write down” English letter, words, and possibly sentence in order to learn the conventions of the orthographic code. Some form of dictation fall into this category although dictation can serve to teach and test higher order processing as well dictations typically involves the following steps:

1) Teacher read a short paragraph once or twice at normal speed

2) During the pause, students write exactly what they hear.

3) Teacher then reads the whole paragraphs once more at normal speed so students can check their writing.

4) Scoring of student’s written work can utilize a number of rubric to assigning points. Usually spelling and punctuations errors are not consider as severe as grammatical error.

b. Intensive or controlled

Writing is sometimes used as a production mode for learning or testing grammatical concepts. This intensive writing typically appears in controlled written grammar exercise. This type of writing would not allow much, if any, creativity on the part of the writer.

8. Testing of Writing Skill

The writing skills are complex and some time difficult to teach, requiring mastery not only of grammatical and theoretical, but also conceptual and judgmental element. The following analysis attempts to group the many varied skill necessary for writing phrase into five general competent or main areas:

a. Language use: The ability to write correct and appropriate sentence.

- b. Mechanic skill: The ability to use correctly those conventions peculiar to the written language.
- c. Treatment of content: The ability to think creatively and develops thoughts, excluding all irrelevant information.
- d. Stylistic skill: The ability to manipulate sentence and paragraph and use language effectively.
- e. Judgment skill: The ability to write in appropriate manner for a peculiar purpose with a particular audience in mind, together with ability to select organized and order relevant information.

The ability to write for particular audience using the most appropriate kind of language is essential for both native speaking and foreign student alike. The uses of correct register become an important skill at advanced level operations. Student of foreign language usually experience problem in mastering this complex area of language. The purpose operating will also help to establish a particular register. In addition to the subject and the format, the actual audience will also determine which of the various register is to be used.

Consequently, the use of appropriate register in writing implies awareness not only writing goal but also of particular audience. After the purpose of writing and the nature of the audience have been establish, judgment is again required to determine the selection of the material which is most relevant to the task hand. Organizing and ordering skill then following selection.

C. The Concept of Parallel Writing Technique

There are some contexts to be consideration in teaching English. One of them is introducing new language. It should have a number of characteristic that show what the new language means and how it is used, for example. That is why many useful contexts have the new language being used in a written text or dialogue.

A good context should decrease for the students. This doesn't mean that all the subject matter we use for teaching should be widely, funny or inventive all of the time, but the students should at least want to see or hear the information, a good context will provide the background for a lot of language use. So, the student can use the information not only for the repetition of model sentence but also for making their own sentence.

General model for introducing new language has five components:

1. Lead-in, the context is introduced and the meaning or use of new language is demonstrated. This is the stage at which students may see or hear some language (including the new language). And during which students may become aware of certain key concepts. The key concepts are those piece of information about the context that are vital if the students are to understand the context and thus the meaning and use of the new language.

2. Elicitation, the stage of the teacher tries to see if the students produce new language. If they can it would be clearly be wasteful and motivating for them if a lot of time was spent practicing the new language that they already know.

3. Explanation, the stage of the teacher show how the new language is formed it is here that we may give a listening drill or explanation something in the students own language, we may demonstrate grammatical from on the blackboard.

4. Accurate reproduction, the stage students are asked to repeat and practice a certain number of modes. The emphasize here will be on the accuracy what the students say rather than meaning or use. Here the teacher makes sure that the students can from the new language correcting, getting the grammar and perfecting their pronunciation.

5. Immediate creatively, here the students try to use what they have just learned to make sentence or paragraph of their own, rather than sentence which the teacher or book has introduced as a model, it is at this stage that both teacher and student can see if the students have really understood the meaning, use and form of new language. If they only to produce their own sentence they can fell confident that the presentation or teaching was success.

Example:

Although dogs are only animals, they are very useful and help people a lot for example; certain dogs help people to look after their sheep. Some dogs are used for hunting and others help to rescue people. Even now police officers like use dogs when they are looking for thieves and criminals. People also teach dogs to race, and racing is a sport which many people like. All dogs eating meat very much and like bones best of all.

- Make a paragraph that similar with the text about

Although-horses-animals-useful-a lot. For example, horses –people-cattle. Some horses-fighting against the enemy. People-horses-horse racing-sport-like. All horses-hay-oats.

Based of five components model for introducing new language. The immediate creatively stage is a good indicate of whether or not students have understood the meaning and use of the

new language (as well, of course, as its form) are may ask students to produce sentence of their own before get this stage in order to cheek that they have understood the new language.

Parallel writing technique is a written version of the immediate creatively stage. Order the students to write a sentence or paragraph, they might be shown model sentence or text and then asked to write a similar sentence or paragraph with their own words.

The concept of parallel writing technique is central to teaching of connected discourse. Since it suggests that the students have a model from which to work in other work, students will see first a piece of writing or written text and the use it as a basis for their work. The original piece that they look at will show them how English is written and guide them towards their own ability to express themselves in written English rather than them copying from their teacher or text book.

E. The Theories of Narrative Writing

Narrative writing tells a personal experience or story and always includes characters, setting and plot. Narrative is the form of writing used to relate conflict that causes action.

Narrative writing is a way of telling a strong. However it is different from telling a story aloud. While narrative a story, the narrator tends to forget certain points or may add those points later on. However, while writing a story, the narrative writer has to keep in mind the characters of the story, the theme of the story, role played by each character, the expressions and tone of voice of the characters and so on. Most important point is, writer should be maintaining the flow of the story while keeping in mind the reader.

Narrative is the kinds of text that tells about a world event which informative or entertaining, and it can tells about past world events or present happenings.

Narrative writing as know as creative writing. A narrative writer writes to entertain the reader. Therefore a fully develop narrative fiction or nonfiction should have a central theme that has to be introduced in the beginning followed by the development of the theme and an eventful middle and a memorable end.

Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interestingly stories can usually divided into these parts: motivation, complication, rising action, climax, and outcome. The motivation is the set of circumstances that stars the action of the story. It often involves a strong wish or conflict that causes action. The complication is obstacle within or outside of the main

character that comes between the character and what he or she wants. The rising action is the struggle with the complication or the obstacle that interferes with the character's desire. The climax is the turning point in the story, after which the final outcome becomes inevitable. Usually the action had reached its peak and suspense is at its highest point. The outcome quickly follows the climax. However, not all stories reveal the outcome some end at the climax, leaving the reader to figure out the ending.

The function of this text to amuse or entertain and deal with actual or vicarious experience. Teach the students how to write. We must begin with the simplest form of a short narrative or descriptive piece and hope for the best.

Writing skill can best develop through carefully controlled and graded comprehension. Controlled writing will be enabling to the student to master each difficulties in writing a paragraph with minimum of error.

1. Types of Narrative Writing

There are three main types of narrative writing are personal, imaginative, and narrative essay.

a. Personal narrative

The narrative writing is known as personal narrative when a person writes about himself or about his experiences. In this style of narrative writing, the writer already has a plot. However, he has to narrative the experiences in such a way that it will capture the interest of the reader. A personal narrative writer has to pay attention to the flow of the story; the dialogue (if any) and he should also include the description wherever necessary. On reading, the reader should experience the same feeling that the writer experienced in reality.

b. Imaginative narrative writing

When a narrative writes a fiction or creates a story it is known as imaginative narrative writing. For on imaginative narrative writer, creativity is a must. Here the narrative writer can go beyond the reality. He can create unusual situations and events that could never happen in real life. Here the writer has to create a plot and make it sound convincing to the reader.

c. Narrative essay

Narrative essays are always written from a defined point of view would be none other than that of the authors. The narrative essay should have a central theme and points to support and elaborate the theme. A narrative essay includes vivid verbs and modifiers and is very precise

in description of the characters. The narrative essays may not use dialogs. However, it can use conflicts and sequence like any story.

2. Conventions of Narrative Writing

Whether it is a personal, imaginative or narrative essay, you have to keep in mind the conventions of narrative writing. Remember that the narrative writing means story writing.

- a. Narrative can be written using third person-he, she, person, using the word “I”.
- b. Narratives of any of the three types should have a concrete theme, settings and characters, a climax and a good ending.
- c. In narrative writing, the writer has to provide all the essential details to create a unified and dominant impression on the reader.

Narrative writing usually found in novels, biographies, autobiographies, essay and short stories. Narrative writing depends on the personal or imaginative experience of a person. A narrative writing should contain an entire story-beginning, middle, and end. It should cover all the necessary details that explain the story. The narrative should be able to pass on his thoughts and views to the reader.

F. The Using of Parallel Writing Technique in Writing Narrative Paragraph

When we teach English, we hope the student comfortable with our class, so as a teacher, should be motivated and create a good situation and method or technique that can stimulate their motivation in learning.

So, if the students and teacher are confident the students can form the new language correctly, they will move to immediately creativity. Here they may use what they have just learned to make sentence of their own word, rather than sentences which the teacher or books has introduced as models. It is at this stage that both teacher and student can see if the students have really understood the meaning use and form of new language. If they are able to produce their own sentence they can feel confident that the presentation was a success.

Parallel writing is one of technique that can improve our own idea, main, and opinion in writing. Parallel writing is written version immediately stage. When the students might see a short piece of connected writing by using the new language and then be asked to write a similar piece with use their own word. In order word the sentences will first see a piece of written or text. And they use it as a basis for their work. The original piece that they look at will show them

how English is written and guide them towards their own ability to express themselves in written English.

The concept of parallel writing is central to teaching of connected discourse. Since it suggests that students should have a model from which to work parallel writing is one of the technique that designed to help students involves their writing skill be clearly and coherently.

As we know that narrative writing is a creative writing which can develop their level of imagination. So, in this case the writer survive parallel writing in teaching writing, especially how to write a narrative paragraph to develop student's writing skill. When narrative paragraph is the text that can amuse and entertain or vicarious and deal with actual or vicarious experience.

According to Emig, writing represent a unique mode of learning-not merely valuable, not merely special, but unique". To learn we must place new knowledge with cognitive framework. Writing provides the process need to relate new knowledge to prior experience (synthesis). It also provides a mean by which knowledge is symbolically transformed via language into icons. Finally the written material is concrete and visible and permits review, manipulation, and modification of knowledge as it is "learned" and put into a framework.

So, in teaching writing, the students should be have a model of sentence or paragraph that will be a guide text for them in writing and as a basis of knowledge in writing and guide them to express their own ability in parallel work.

Conclusion and Suggestions

1. As English teacher should have a good method or technique because each skill (speaking, writing, listening, and reading) have different technique to develop students' skill. Because to get the purpose of learning, the teacher should have a good method or technique which has correlation between material and purpose of teaching learning process

2. One of technique that can apply in teaching writing is parallel writing technique. So, if a teacher wants to develop their students' writing skill, they may try this technique. Because practice makes perfect to the students

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