



TEACHING RECOUNT TEXT WRITING THROUGH THE USE OF PARALLEL WRITING TECHNIQUE TO THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT, NUSA CENDANA UNIVERSITY, KUPANG, NTT

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Abstract

This research deals with the students' ability in writing descriptive text through outdoor learning activity at the sixth semester of English language education study program of Palopo Cokroaminoto University. The population of this research is the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. Writing test is the instrument of this research. Based on the findings and discussion. Based on the findings and discussion, the researcher concludes that the use of parallel writing technique is effective in developing students' vocabulary in writing at the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 26 and the students' score in posttest is 51. In addition, the result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in building students' vocabulary in writing by applying parallel writing technique to the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT.

Keywords: recount text, parallel writing

Introduction

Teaching writing in the classroom should be more practice to express the students' ideas. 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. Therefore, as a teacher should have a good technique or method in teaching learning process in the classroom, especially in teaching writing.

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. Then, how we can someone write something if he or she 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 (Nunan, 2001:23). It means writing is a

process of trying to commit ideas into a sentence or paragraph.

In the English class, 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 also by the learners in the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. 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, English lecturers have to try to develop students' 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. Therefore, the researcher 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.

The researcher is interested to apply a good technique to develop the student's writing skill through parallel writing technique at the Fourth Semester of English Education Department, Nusa Cendana University, Kupang, NTT especially in writing skill. The writer formulates the problem statements of this research as follows: Is the use of parallel writing technique effective in teaching writing to the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT?

The objective of this research is: To find out whether the use of parallel writing technique is effective or not to teach writing to the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT.

Theoretically, the result of the research is expected to give contribution for theory development for teachers and learners about one way of improving students' writing in teaching English as a foreign language. The result of this research is also expected to be useful information for the next researcher who wants to conduct a further research in teaching writing.

Practically, for the teachers this research is expected to be able make the teachers easier in teaching writing to the students. For the students this research is expected to be able building the writing of the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT and make the students interested to learn vocabulary.

REVIEW OF RELATED LITERATURE

Writing Skill

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.

The Theories of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition. Recount texts tell a series of events and evaluate their significance in some way.

The Generic Structure of Recount are as follows:

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount:

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

The Concept of Parallel Writing Technique

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.

The Using of Parallel Writing Technique in Teaching Recount Text

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 more 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 introduce 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. (Harmer, 2001)

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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.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

$O_1 \quad X \quad O_2$

Where:

O_1 = pre-test

X = treatment

O_2 = post-test

(Best 1997:103)

The population of this research was the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used writing test to measure the students' ability to write in English. Before and after giving treatment writing involves

The data was collected by using the procedure below:

1 Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment. The researcher introduced the theme, and asked the students to write a recount text paragraph according the theme that had been given, one by one. It aimed at finding out the students'ability in writing skill before giving treatment.

2 Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by using parallel writing technique in teaching recount text with various themes. the steps as follows: 1. the researcher prepared the students, greeting and asking the students' condition, explained material and then 2. asked students to write a recount text paragraph by using parallel writing technique. in this case the students write a paragraph based on their own structure.

3 Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave writing test and asked the students to write a recount text paragraph about unforgettable experience. It aimed at finding out the students'ability in writing skill after giving treatment..

In analyzing the data, the researcher did the following techniques:

Scoring the student by using the five components:

- a Content is the substance of writing, the ideal expressed.
- b Organization is the purpose of organization materials in writing which happened from beginning to the end.
- c Vocabulary is all the word that used.
- d Grammar is the correct use of syntactic pattern and structural words.
- e Mechanic, it use of graphic convention of the language.

But, in this case the researcher just focus to the students' vocabulary .

The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Results

From the result data analysis, shows that the mean score of the students pretest was 26 and the mean score of posttest was 51. Standard deviation of pretest was 8.30 and the standard deviation of posttest was 10.49. It means that using parallel writing technique in teaching writing can enhance the students' achievement especially for the students' vocabulary part.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' writing ability through parallel writing technique as a way to deliver learning material. Parallel writing technique is effective in enhancing the students' vocabulary writing ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in writing skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	26.88	51.64
Standard dev.	8.30	10.49
Max	43	64
Min	21	37

The data shows the mean score of the students pretest was 36 and the mean score of posttest was 56. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using parallel writing technique in teaching writing can enhance the students' achievement in vocabulary when they are writing.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' writing ability through parallel writing technique as a way to deliver learning material. The result of statistical analysis for level of significance (p=0.05) with degree of freedom (df)= N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). it indicated that the alternative hypothesis

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(H1) was accepted and the null hypothesis (H0) was rejected. It means that parallel writing technique is effective in enhancing the students' writing ability.

DISCUSSION

Based on the result of data analysis, the researcher found out that the use of parallel writing technique is effective in developing students' writing skill at the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. especially in vocabulary.

Actually, there some technique that we can use to teach speaking but the researcher using parallel writing technique, moreover the application of parallel writing technique gave good effect in enhancing the students' vocabulary in writing.

Based on the data collected, using parallel writing technique in teaching writing can enhance the students' vocabulary. It was proved by students' score on vocabulary focused. All students' score was enhanced for vocabulary component after conducting treatment.

In pretest, there were some weaknesses of the students in this process such as many of students were still lack of vocabulary. They always use Indonesia in writing since they don't have sufficient vocabulary in writing. While in posttest, the students' weaknesses had been decreased. In this final test, the students had tried to present their argument based on the strategy that have been given namely parallel writing technique. It could be seen by looking their score in posttest, that most all of the students have improvement on their score for vocabulary component.

Pardiyono (2006) states that writing is one way to express our ideas, opinions, and feelings. When we are difficult or shy to say our ideas, opinions, or feelings to other people, we can do it by writing. In writing, we can express our mind freely, but writing is not an easy work because we have to pay attention to the language use, content, organization, vocabulary and mechanic. In addition, Writing English is a skill which so compulsory. So we have to study how to write something. Sometimes, we cannot express our idea orally but we can do freely through writing.

Then based on the result of this research, it is found that parallel writing technique can increase the students' vocabulary in writing. This study is supported by an idea that 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. (Harmer, 2001)

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.

This research has shown that parallel writing can increase the students vocabulary in writing. 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

The researcher concludes that the use of parallel writing technique is effective in developing students' vocabulary in writing at the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 26 and the students' score in posttest is 51. In addition, the result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in building students' vocabulary in writing by applying parallel writing technique to the Fourth Semester Students of English Education Department, Nusa Cendana University, Kupang, NTT.

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