TEACHING PARALLEL STRUCTURE TO THE EIGHTH YEAR STUDENTS THROUGH RECOUNT TEXTS

Deny[1], Ferry Rita[2], Hastini[3]

Abstract

The objective of this research was to prove that the use of recount texts were effective in teaching parallel structure. This research used true-experimental research design which involved experimental group (VIIIA) and control group (VIII B). The researcher employed cluster sampling and adopted one group pre-test and post-test design. The result of data analysis showed that there was a significant difference between pre-test and post-test. Based on hypothesis testing done, by using 0.05 level of significance and 78 degree of freedom (df), the researcher found that t-counted (6.75) was higher than t-table (0.006). It means that the hypothesis was accepted. In other words, the use of recount texts can be effective in teaching parallel structure to the eight year students at SMP Negeri 15 Palu.

Keywords: Teaching; Parallel Structure; Recount Texts.

INTRODUCTION

In teaching and learning English, there were *Language Skills* and *Language Components*. Language skills are divided into four skills, such as reading, listening, writing, and speaking. While language components consist of grammar, vocabulary, and pronunciation.

Grammar was considered as an important element of writing which made sentences meaningful and understandable. Due to the fact that students needed grammar to learn the rules of how to construct a correct sentence, the point of grammar understanding has never eliminated from the teaching materials. As quoted from Depdiknas (2007:11)

> Dalam belajar bahasa orang mengenal keterampilan reseptif dan keterampilan produktif. Keterampilan reseptif meliputi keterampilan menyimak (listening) dan keterampilan membaca (reading), sedangkan keterampilan produktif meliputi keterampilan berbicara (speaking) dan keterampilan menulis (writing). Baik keterampilan reseptif maupun keterampilan produktif perlu dikembangkan dalam proses pembelajaran Bahasa Inggris. Agar dapat menguasai keterampilan tersebut di atas dengan baik, siswa perlu dibekali dengan unsur-unsur bahasa misalnya, kosakata.

[1] Email:
[2] Email:
[3] Email: Tini_firhansyah@yahoo.com

> Unsur lain yang tidak kalah pentingnya adalah penguasaan tata bahasa. Telah dipahami bahwa tata bahasa membantu seseorang untuk mengungkapkan gagasannya dan membantu si pendengar untuk memahami gagasan yang di ungkapkan oleh orang lain.

From the statement above, we knew that learning grammar was to enable students to use English in correct construction so that people understood what they were talking about.

Parallel Structure means using the same pattern of words to show that two or more ideas that have the same level of importance in other words, a parallel structure is used when the writer has two or more elements in a sentence that are equal in importance. To show that the elements are equal, the elements are usually joined by the coordinating conjunctions or the correlative conjunctions and should be structured grammatically the same. This could happen at three levels they are words, phrase and clauses.

Parallel structure could be divided into two parts, parallel structure with coordinate and paired conjunction. When we make a parallel structure sentence by using coordinate conjunctions, we should use these conjunctions (and, or, but) while parallel structure with paired conjunctions (both-and, not only-but also, neither-nor, either-or).

One way to overcome problem in teaching parallel structure was by creating a relax atmosphere. It could be done by giving interesting reading texts. There were several kinds of reading texts. One of them was recount texts. Teacher could make the test of parallel structure through recount texts which contain interesting events and information so that the students enjoyed doing it.

The most common problem encountered by students at the level of junior high school in learning parallel structure was how to parallelize a sentence in using conjunctions. This problem triggered another difficulty for students when they were asked to differ between sentence A and B. For example, Sentence A *"Jennifer is smart, beautiful, and loves everyone"* and Sentence B *"Jennifer is smart, beautiful, and caring*. So the most of them chose sentence A was correct because they did not know the parts of speech of each word.

Everybody knew the best answer was sentence B because *smart and beautiful* were adjectives but loves someone was phrase. The researcher could conclude that the students get confused whether *loves everyone* was an adjective or a phrase.

To solve the problem above, the researcher chose an interesting media to teach parallel structure. The researcher believed that recount text was a medium that could

entertain and amused the students in learning it. The researcher asked the students to identify it with pair and coordinate conjunctions based on the text.

A genre of a text represents what was the purpose of writing piece. Genre of text was different from type of text. Nowadays, many people did not know the difference between them. Sometimes, they used genre to describe types of text and vice versa. Recount text is a text that is used retell to events for the purpose of informing and entertaining. Recount as one of the factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. Derewianka (1990:14) states," in a recount we reconstruct past experience. A recount is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience".

In conducting this research, the research would like to use recount texts as a medium to teach parallel structure. Some reasons why the researcher chose the title of teaching parallel structure to the eighth year students at SMP Negeri 15 Palu through recount texts. First, recount texts contained parallel structure sentence. Second, the researcher believed that recount texts were the most interesting media because it told us about events and give important information and entertainment or the readers. So it was quite easy for them to produce sentences in parallel structure form. Finally, as a student of English Department, the researcher had a great interest in solving the problem through instruction of teaching parallel structure.

METHODOLOGY

In this research, the researcher applied true-experimental research design. The researcher employed pre-test and post-test design as proposed by Suryabrata (1983:105) as follows:

Group	Pre-test	Treatment	Post-test
Exp. Group	T_1	X	T_2
Contr. Group	T_1		T_2

Where:

T_1 : pretest

X : treatment

T_2 : posttest

The sample of this research was VIII A and VIII B students of SMP Negeri 15 Palu Selatan. The researcher took the eighth year students of SMP Negeri 15 Palu. There were eight classes; they were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H. the total number of population was 312 students.

Instruments were the tools or aids which were used by researcher in collecting data. In this research the researcher used only one test instrument: pre-test and post-test. Pre-test was given before treatment while post-test was given after the treatment. Both tests were expected to measure the students' ability in learning parallel structure and to know the effectiveness of recount texts as a medium were given. Pre-test was done by the students before treatment

After doing pre-test, the researcher conducted treatment in order to measure the students' ability especially paralleling sentences. The treatment was conducted for eight meetings. After conducting the treatment, the researcher gave post-test to know whether the use of narrative texts in teaching parallel structure could be significantly effective during the period of treatment given or not.

To know the ability of the students, the researcher firstly computed the individual score by using formula proposed by Arikunto (2006:308):

$$\sum = \frac{X}{N} x\ 100\%$$

Where :

$\sum$ = standard score

X = obtain score

N = maximum score

100 = constant number

After getting the student's standard scores, the researcher calculated the mean scores of both the tests of experimental and control groups by applying the formula proposed by Arikunto (2006:189):

$$M = \frac{\sum x}{N}$$

Where: M = mean score

$\sum x$ = sum of scores

N = number of students

When the mean scores of pre-test and post-test of experimental and control groups had been found, the researcher then calculated the mean deviation by using this formula suggested by Arikunto (2006:313):

a. The formula used for experimental group:

$$Mx = \frac{\sum X}{N}$$

b. The formula used for control group:

$$My = \frac{\sum Y}{N}$$

Where: Mx & My = the mean deviation
$\sum X$ & $\sum Y$ = the sum of deviation
N = the number of students

Furthermore, the researcher computed the square deviation. This was the formula that was used as stated by Arikunto (2006:313):

a. The formula used for experimental group:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

b. The formula used for control group:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Where: $\sum x^2$ & $\sum y^2$ = The square deviation
$\sum X^2$ & $\sum Y^2$ = The sun of square deviation
$\sum X$ & $\sum X$ = The sum of deviation
N = The number of students

The last step was calculating the t-counted to know the effectiveness of the treatment by applying the formula as developed by Arikunto (2006:311):

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

Where:

t = value of t-counted

Mx = mean deviation of experimental group

My = mean deviation of control group

$\sum X^2$ = square deviation of experimental group

$\sum Y^2$ = square deviation of control group

Nx = number of students in experimental group

Ny = number of students in control group

RESULTS

The researcher did in analyzing data was calculating the deviation and score deviation of pre-test and post-test for both experimental and control groups. The result of deviation and square deviation were shown in the following tables:

Table 1: Deviation and Square Deviation of Pre-test and Post-test of Experimental Group

No	Initial Name	Pre-test (T_1)	Post-test (T_2)	Deviation (T) (Post – Pre)	T^2
1	ABD	45	72.5	27.5	206.25
2	AFN	47.5	77.5	30	900
3	AGS	41.2	71.2	30	900
4	AHM	33.7	93.7	60	3600
5	ALF	36.2	87.5	51.3	2631.39
6	AND	45	78.7	33.7	1135.69
7	BIN	36.2	70	33.8	1142.4
8	DWI	30	86.2	56.2	3158.44
9	ESA	40	72.5	32.5	1056.25
10	EVL	32.2	93.7	62.5	3906.25
11	FIT	48.7	87.5	38.8	1505.44
12	HAR	46.2	78.7	32.5	1056.25
13	IKB	26.2	78.7	52.5	2756.25
14	IRA	45	82.5	37.5	1406.25
15	IRW	48.7	87.5	38.8	1505.44
16	KUR	48.7	75	26.3	691.69
17	NAZ	42.5	71.2	28.7	823.69
18	OMN	46.2	81.2	35	1225
19	PUT	47.5	76.2	28.7	823.69
20	RAF	35	80	45	2025
21	RAH	50	93.7	88.7	7867.69
22	RAN	15	75	60	3600
23	REG	46.2	97.5	51.3	2631.69
24	REM	52.5	97.5	45	2025
25	RIS	47.5	77.5	30	900
26	RIZ	42.5	72.5	30	900
27	ROY	31.2	80	48.8	2381.44
28	RUD	31.2	76.2	45	2025
29	SAM	41.2	91.2	50	2500
30	SAR	40	88.7	48.7	2371.69
31	SRI	48.7	78.7	30	900
32	SUK	40	72.5	32.5	1056.28
33	SUL	42.5	76.2	33.7	1135.69
34	SUN	43.7	88.7	45	2025
35	SUT	45	72.5	27.5	756.25
36	TRI	33.7	78.7	45	2025
37	VIV	41.2	87.5	46.3	2143.69
38	WAH	45	78.7	33.7	1135.69
39	ZUF	30	87.5	57.5	3306.25
40	ZUL	33.7	93.7	60	3600
Total				$\sum X$ = **1690**	$\sum X^2$ =**77741.73**

Table 2: Deviation and Square Deviation of Pre-test and Post-test of Control Group

No	Initial Name	Pre-test (T_1)	Post-test (T_2)	Deviation (T) (Post – Pre)	T^2
1	AHF	32.5	67.5	35	1225
2	AIS	35	72.5	37.5	1406.25
3	ALI	32.5	66.2	33.7	1135.69
4	AND	43.7	55	11.3	127.69
5	ANS	43.7	55	11.3	127.69
6	DAW	36.2	66.2	30	900
7	DEV	41.2	56.2	15	225
8	FAD	37.5	50	12.5	156.25
9	FAH	41.2	65	23.8	566.44
10	FAN	47.5	60	12.5	156.25
11	FAR	33.7	67.5	33.8	1142.44
12	FIK	47.5	62.5	15	225
13	HEN	38.7	52.5	13.8	190.44
14	IMA	45	67.5	22.5	506.25
15	INT	36.2	67.5	31.3	979.69
16	ISN	45	77.5	32.5	1056.25
17	JUF	36.2	67.5	31.3	979.69
18	JUR	36.2	67.5	31.3	979.69
19	KAR	4	75	71	5041
20	KAT	45	57.5	12.5	156.25
21	MAG	42.5	63.7	21.2	449.44
22	MAS	37.5	47.5	10	100
23	MER	4	68.7	64.7	1056.25
24	NEL	45	75	30	900
25	PRA	43.7	62.5	18.8	353.44
26	PUT	45	65	20	400
27	RAH	32.5	60	27.5	756.25
28	RED	36.2	61.2	29	841
29	REZ	43.7	66.2	22.5	506.25
30	RIF	48.7	66.2	17.5	306.25
31	RIS	32.5	61.2	28.7	823.69
32	RON	38.7	63.7	25	625
33	RUS	43.7	66.2	22.5	506.25
34	SIF	45	67.5	22.5	506.25
35	SUG	48.7	57.5	8.8	77.44
36	TIK	45	61.2	16.2	262.44
37	WID	43.7	64	29.3	858.49
38	YAN	37.5	76.2	38.7	1497.69
39	YUN	43.7	61.2	17.5	306.25
40	YUS	33.7	62.5	28.8	829.44
Total				$\sum X$ = **1016.8**	$\sum X^2$ =**29244.78**

After getting the deviation and the square deviation of both experimental and control groups, the researcher found that the mean deviation of experimental group was 42.25 and control group was 25.42

Then the researcher found the t-counted was 6.75. Since the degree of freedom 78 (Nx + Ny – 2 = 40 +40 – 2) with 0.05 level of significant could not be found in the t-table applied. Because the researcher did not find the value of t-table, he used interpolation to count it with formula: $t\text{-}_{table} = \frac{a}{b}$ x c. *a* is the subtraction of degree of freedom obtained from the students' number, (78) and degree of freedom whose figure precedes right before the degree of freedom obtained on table of critical values of students' distribution (t) (60). It becomes: *a* = 78-60 = 4.*b* is the subtraction of two degree of freedom whose figure come after and precedes the degree of freedom obtained from the students on table of critical values of students' distribution (t). It becomes: *b* = 120-60 = 60.*c* is the subtraction of values of degree of freedom while precedes and come after the degree of freedom obtained on table of critical values of students' distribution (t) (60). It becomes: *c* = 2.00-1.98 = 0.02.

After counting the subtraction of degree of freedom, the researcher then determined $t\text{-}_{table}$ by using formula above. So the researcher found that $t\text{-}_{table}$ was 0.006.

DISCUSSION

Based on the result of students' pre-test, none of the students got the highest score. The standard at the school was 60. The percentage of students who got score lower than 60 was 84%. It means that only 3 students (14%) who got score more than 60. In pre-test, there were 2 students who got the highest score (9 %) and there was 1 student who got the lowest score (4%). In doing the pre-test, the students did not know well how to identify parallel structure based on the text. The researcher found that students were still confused when determine the part of speech of each word and the use of conjunctions as connector in parallel structure sentences.

At the first treatment, the researcher asked the students to read recount text then asked them to do the exercises given by the researcher. It was surprised because none of the students knew how to identify parallel structure based on text. After that, the researcher explained about generic structure of recount text. Then the researcher explained about parallel structure with paired and coordinate conjunctions, it was aimed to measure the students' ability in learning parallel structure through recount texts.

After conducting the treatment, the researcher gave post-test through recount texts, he found that students already understood how to identify parallel structure based on the texts. In post-test the percentage of students who got the highest score was 84%. There were 7 students (28%) who got the highest score, and there was only 1 student (4%) who got the lowest score. In short, students' score was increased from the pre-test to the post-test. Ahmad Syahputra S. (2007) which the title was "Teaching Parallel Structure to the Eighth Grade Students of Mts. Palolo 1 Makmur through Recount Texts". The result of his research showed that the use of recount texts as a medium was effective in teaching parallel structure because this media contains parallel structure sentence so that students can analyze it easily. So, there was also a significant progress by comparing the result of t-counted to t-table.

By comparing the result of the research above, the researcher concluded that the use of recount text was effective because there was a progress in making and identifying the sentences which are paralleled based on the text.

CONCLUSIONS AND SUGGESTIONS

After analyzing the data, the researcher concluded that there was a significant difference between the student's score in pre-test (before treatment) and post-test (after treatment) of both groups and also between the students' mean score of both groups. It was proved since t-counted value (6.75) was higher than t-table value (0.006). It means that recount text was effective media of teaching parallel structure

Based on the results of the data analysis, the researcher would like to give some suggestions for the readers, i.e.: teachers, students, and other researchers. Firstly, since grammar as one of the language components tends to be neglected in teaching and learning process of English, it is very important to give more attention on grammar by providing enough time to focus on teaching students' grammar, in this case parallel structure because parallel structure is the basic knowledge in English. Secondly, in teaching grammar, the teacher must provide the students with more media which can support the materials given, such as texts, games, dictionary, or pictures. Finally, the appropriate media can hold an important role to achieve the objective of the teaching and learning process itself.

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