USING PARALLEL WRITING TECHNIQUE WITH CLASSICAL MUSIC BACKGROUND IN TEACHING WRITING TO THE STUDENTS OF ENGLISH DEPARTMENT FACULTY OF LETTERS MOSLEM UNIVERSITY OF INDONESIA

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Abstract

This research aims at finding out the students writing productivity by using of parallel writing technique with classical music background in teaching writing, and also to find out whether or not parallel writing technique with classical music background is interesting in teaching writing to the second semester students of English Department of Letters Faculty of Indonesia Moslem University. The research method employed was quasi experimental method. The findings of the study indicated that the result of post-test was significantly higher than of pre-test. This means that using parallel writing technique with classical music background in teaching writing contributed to the students' writing productivity.

Kata Kunci: Classical Music, Parallel Writing, and Interest

Introduction

Music has been an asset in the field of education in that it served as a tool or vehicle in learning. This is not surprising since the literature abounds with the positive statements about the effective of music in learning. In this respect, Dr. Georgy Lozanov's method of instruction was quite relevant for it used music to increase the academic achievement of students.[1]

Music is frequently used by teachers to help second language learners acquire a second language. It has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening.[2]

1 Peterson, *A Study of the Use of the Lozanov Method of Accelerated Learning in a Naval Science Classroom.* (A Journal: 1997), h. 56

2 Medina, *Using Music to Enhance Second Language Acquisition.* (Pearson: Pearson Educational Publishing, 2002), h. 122

As a teacher, we can use music to stimulate mentally and to organize heart situation, change from bored into active in the learning environment. In addition, many studies have been done to investigate the effect of music upon the behavior and academic writing ability.

Many teachers or English facilitators make an effort to make their class interesting with various methods, techniques, materials, and instruments in order to stimulate their students to learn language skills effectively. Harmer said that there are four factors affecting intrinsic motivation in language learning, namely physical condition, method, the teacher and success.[3] In other words, the teacher responsibility is to create situation that provides opportunities and for students to be interested in English subject.

In teaching English, the teachers should have various methods of teaching English. One of them is suggestopedia method introduce by George Lozanov, a Bulgarian psychiatrist. The central activity at this method is in attractive and convenient classroom. The students listen to the teacher, read the materials accompanied by classical music. Lozanov used the music to bring the students into relaxation and meditation. Lozanov, whose accelerated learning techniques are the basis for Super Camp, sought a way to combine strenuous mental work with relaxed physiology in order to produce excellent learners. After intensive experimentation with students, he found that music was the key. Relaxation is induced by specific music allows doing strenuous mental work while remaining relaxed and focused. With music the effect as follows: (1) the pulse and blood pressure decrease, (2) the brain waves slow down, and (3) the muscles relax.

Lozanov found baroque music like Bach, Handel, Pachelbel, and Vivaldi most conducive to this purpose. These composers used very specific beats and patterns that automatically synchronize our minds and our bodies. For instance, most baroque music is timed at sixty beats per minute, which is the same as an average resting heart rate.

The influence of baroque music is not limited to humans, in experiment, the plans grew lush foliage and large roots when baroque music was played to them, and they learned toward the music as if toward the sun. (By the way, when exposed to acid rock music, these same plants shriveled and died).

It has been theorized that in left-brain situations such as studying new material, music awakens the intuitive, creative right brain so that its input can be

3 Harmer, *The practical of English Language Teaching*. (New York: Longman Publishing, 1991), h. 5

integrated into the whole process. Playing music is an effective way to occupy the right brain while concentrating on left-brain activities.[4]

In EFL (English as a Foreign Language) the teacher tries to give a better teaching in English as one way to increase the students' knowledge. In teaching and learning process, the students who wish to know how to use the language as fast as possible should practice their ability continuously. On the other hand the teacher must create the fun atmosphere in teaching.

Writing is widely admitted as one of the most difficult skills that learners ever do, either in foreign language or in their native language. Raimess states that many adult native speakers of a language find difficulties in writing.[5] Similarly, Schwegler says that writing is one of the hardest things that people do.[6] Other reason, writing is hard because it requires thinking.

Many students, during the writing task are sometimes stuck and could not continue to complete their writing task with simple reason: lack of vocabulary, can't make up any sentences longer. As result they can only write down short paragraph without including the details to the topic assigned. These may occurs since they have not enough writing experience and focus their attention mainly on grammar and vocabulary.

Many studies on writing ability have been carried out. Most of the result indicated that the students have a low ability to write. Those are at least and proven by Noni (1987) and Muadin (1994). They state that the students are still very poor in writing. Consequently, the teachers should employ techniques and they have to master on the techniques that can be applied in teaching writing. They should apply various techniques to achieve their goal appropriately. Not only apply conventional techniques, verbal method, in teaching and learning writing. It is regarded that its results are still poor.

Based on the problems above, the English teachers have to be more creative in choosing the material and the technique which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing the material that appropriate with the students' background knowledge and use a technique that the students like.

In teaching writing, the teacher should provide a suitable technique for

4 Deporter, *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan.* (Bandung: Kaifa, 2001), h. 47

5 Raimess, *Technique in Teaching Writing.* (Oxford: Oxford University Press, 1983), h. 13

6 Schwegler, *Pattern in Action.* (Boston: Little Brown Company, 1985), h. 8

the students in order that the students can follow the course well. Parallel writing technique might be fruitful technique that can be applied by teachers of English in order to guide and help the students to improve their writing ability.

In connection with the fact that previously mentioned, the writer feels necessary to try carrying out a research in teaching writing, it is called parallel writing technique. It is believed that this method is powerful technique that will make the students interested and motivated to write in English. In this research this technique will be combined with background classical music.

Problem Statement

Based on the description of background above the researcher formulates the following problem statements as follows:

1. Are the second semester students of English Department of Letters Faculty of Indonesia Moslem University taught using parallel writing technique with classical music background more productive than those who are taught without classical music background?
2. Is the parallel writing technique with classical music background in writing interesting to the second semester students of English Department of Letters Faculty of Indonesia Moslem University?
3. Is there any correlation between the students' writing productivity taught by using parallel writing technique with classical music background and without classical music background?

Review of Related Literature

1. The Concept of Classical Music

The word 'music' comes from 'muse', the name for the goddesses of ancient Greek mythology who presided over the arts and science. Music is the one of the oldest of the art. No civilization in history has been in or creates without some form of music.[7]

The definition of classical music is practically, the term is restricted to 18th and early 19th century music, roughly from Bach through Beethoven. The works of this period are consistently performed by orchestras and so could be said to have become classics.

Then adapted from New Harvard Dictionary of music the classical music is instrumental music, sacred songs, opera, songs with German, French, or Italian

7 Hadi and Karwati, *Panduan Menguasai Bahasa Inggris 2.* (Bandung: Ganesha, 1994), hlm. 34

words, and spirituals. There is a general problem of definition for this music because of our understanding of 'classical' versus 'popular' music today.

a. Research support for using music in the language classroom.

Using music in the second language classroom is not only consistent with linguistic and psychological theory, but research as well. First, we will turn our attention to the psychological research before delving into the research on music and second language acquisition.

1) Psychological research on music and rote memorization

Much of the support for the use of music in the second language classroom comes from the area of psychology. The psychological literature is rich with research on music and rote memorization. Language acquisition and rote memorization represent two distinct types of verbal learning. Yet, although they are not synonymous, they are related: Language acquisition subsumes memorization. The ability to memorize is critical to the language acquisition process, since it would be virtually impossible to acquire language without memory.

Music reportedly enhances rote memorization. In fact, some studies point to the bond which exists between music and verbal learning.[8] Music and its subcomponent, rhythm, have been shown to benefit the rote memorization process. When various types of verbal information (e.g. multiplication tables, spelling lists) were presented simultaneously with music, memorization was enhanced. The psychology literature also indicates that the retentive effects of rhythm can be maximized when the targeted verbal information carries meaning. In several studies, a rhythmic presentation benefited memorization when the items were both meaningful and meaningless (i.e. nonsense syllables). The impact of rhythm was greatest when the verbal information to be memorized was more meaningful.

2) Acquiring second language vocabulary through music

The positive effects of music upon memorization are well documented, and while, there is good reason to believe that music could similarly benefit second language acquisition, there is a dearth of empirical support for music as a vehicle for second language acquisition is lacking. However, there was an investigation which has dealt with this topic.

8 Borchgrevink, *Prosody and Musical Rhythm are Controlled by the Speech Hemisphere.* (New York: Plenum Press, 1982), hlm. 17

Medina (1993) studied the effects of music upon acquisition of English vocabulary in a group of 48 second grade limited-English-proficient children. Pretest-posttest control group design with matching and repeated measures was selected for this investigation. The main independent variable, medium (music/no-music) was crossed with a second variable, extra linguistic support (illustrations/no-illustrations), produce four treatment groups. No-music group subjects listened to an oral story while music subjects heard a song version of the same story. Illustration group subjects were shown pictures of target vocabulary words while listening to the story. No-illustration subjects listened to the story without the benefit of pictures. The findings support past positive claims. The same amount of vocabulary was acquired from listening to a song as listening to a story. More words were acquired when they were sung rather than spoken. Similarly, presenting illustrations which communicated word meaning resulted in greater vocabulary acquisition. The greatest vocabulary was acquired when stories were both sung illustrated. Therefore, the combination of music and illustrations resulted in the largest vocabulary acquisition gains.

b. Music in teaching

Based on neurological review, Goleman states that there are two kinds of humans mind, rational and emotional mind. The rational mind works by analyzing fact logically, whilst emotional mind works based on intuition. Even though they are both different in their ways, they work harmony and influence each other.[9]

Deporter and Hernacki reviews that the rational and emotional mind based on the function of the two hemispheres of the brain (cerebrum) the right hemisphere specialized for music and recognition of complex visual patterns. The left hemisphere specialized for analytical ability and some aspects of language.[10]

In accordance with this phenomenon in the educational area, educators call motivation states that in the classroom motivation affect both learning and the behavior of the students. Students who are motivated to learn, and interested in what they are doing, learn more. Therefore, it is important to activate the right hemisphere of brain (or emotional mind) when left brain worked to rise motivation in learning.

Gaston defines three functions of music in teaching: (1) to facilitate the establishment and maintenance of personal relations, (2) to bring about increased

9 Goleman, *Emotional Intelligence*. (Jakarta: Gramedia Utama, 2002), hlm. 76

10 Deporter and Hernacki, *Quantum Learning*. (Bandung: Kaifa), hlm. 54.

self-esteem through increased self-satisfaction in musical performance, (3) moreover, to use the unique potential of rhythm to energize and bring order. This last function seems to be the one that Lozanov calls upon in his use of music to relax learners as well as to structure, pace, and punctuate the presentation of linguistic material.

2. The Concept of Writing

a. The nature of writing

Basically, writing means producing or reproducing oral message into written language.[11] It involves an active process to organize, formulate and develop the ideas on the paper so that the readers can follow the writer's message as well as in oral form. But we should know that the writing requires an accurate and precise grammar, word choice and spelling, punctuation and vocabulary.

Kroma argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay.[12]

In relation to the organization of the ideas on the paper, a writer should have an ability to balance the purpose, audience and topics as well as a speaking activity.

Lindblom defines writing as a way of learning to focus our mind on important matters, and of learning about them. By writing activity a person can find the solution of a difficult problem. Then, the person expresses it by writing.[13] This process of writing needs a greater attention on the problem. In this condition, a writer gives some efforts to explore as many ideas as possible and tries to communicate.

b. Types of writing

Bells and Burnady point out that writing is an extremely complex cognitive activity on which the writer is required to demonstrate control of a number of variables simultaneously.[14] At the sentence level, these include control

11 Imelda, *Facilitating the First Semester of English Department Students in Writing Activity*. (Unpublished Thesis: UNM Makassar, 2001). Hlm 23

12 Kroma, *Action Research in Teaching Composition*. (Washington D.C. Forum Vol. XXVI, 1998), hlm. 30-33

13 Lindblom, *Writing with Confidence*. (New York: Harper Collins Publisher), hlm. 17

14 Bell and Burnady, *Handbook for ESL Literacy*, (Toronto: OISE, 1984), hlm. 88

of content, format, sentence structure, vocabulary, and punctuation, spelling and letter formation. Beyond these sentences, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

There are two different views on the nature of writing. These are product approach and process approach. The product approach to writing focuses on the ends of result of the act of composition, the letter, essay, story and so on. The process approach to writing sees the act of composition from a very different perspective, focusing as much on the means where by completed text is created as on the product itself.

When we consider how other will read what we write, we learn how out opinions compare with other. We also discover how we can make differences in what other think and say. Writing can be as a media expressing feeling and self-expression. It can be enjoyed not only by the writer himself but by the reader as well. That is why people want to write to express their feeling, ideas or though and to be read by others. Communication occurs between the writer and the regardless of the readers' agreement.

Successful writing then involves: (1) mastering the mechanics of letters formation, (2) mastering and obeying conversation of spelling and punctuation, (3) using the grammatical system to convey one's intended meaning, (4) organizing content at the level the paragraph and the complete text to reflect given/new information and topic/comment structure, (5) polishing and revising one's initial efforts, (6) selecting an appropriate style for one's audience.[15]

c. The kinds of composition

This research focused in writing composition through parallel writing technique, the students have to know clearly about composition especially the different between a composition with the other compositions in order that they can be easy to write a good composition.

Composition is putting together of any kind ideas and the writer's unique perception of the idea together into a new structure which will influence the perception, thinking, and expression of the others. Writing composition means that we write or present our ideas and thinking in a text, and there are many ways to do it. A number of ways of writing composition emerge:

15 Nurzaitun, *The Ability to Write an English Composition Through Parallel Writing Technique.* (Unpublished Thesis: FBS UNM), hlm. 19

1) Narration. Narration is the expression of sequel action in words. It is a story telling and usually thought of as a piece of writing that tells a complete story that will usually be chronological, either fictional or factual non-fictional. Non-fictional narration is used to relate historical events, biographical information, or personal data.
2) Description. Description is a writing that tells us how something looks, sounds, feels, testes, or smells. It is mostly used in a narration to provide setting and help establish characterization. There are two crucial elements for effective description: (a) explanatory description, which its purpose is to inform. Reader needs explicit, specific detail if they are to create exactly mental image writers have in mind, (b) creative description is written primarily to entertain. It uses details carefully selected in order to conjure up a picture. The purpose of it is to create a picture or image. Thus, it needs a careful planning, selection, and arrangement.
3) Exposition. Expository writing, which is informative writing designed to explain or clarify facts and ideas. Exposition aims to make the readers understand the meaning or significance of the object as the writer understands this meaning or significance. A good exposition is interesting as well as informative, to create interest, and the writing should be concrete and specific.
4) Persuasion. The purpose of this is, induce readers to accept the opinion of the writer. It's try to convince the reader to believe what the writer means good reason at all to accept this opinion. Sometimes the term argumentation is used instead of persuasion.

Some types of this composition, namely description and narration will be applied in teaching and learning process of this research.

3. Parallel Writing Technique

a. Parallel writing

Harmer states that the concept of parallel writing is central to the teaching of connected discourse since it suggests that the students should have a model from which to work. In other words, students will first see a piece of writing and then use it as a basis for their own work.[16]

16 Harmer, *The Practical of English Language Teaching*. (New York: Longman Publishing, 1991), hlm. 53

According to Paul and Team that parallel is something very similar to something else.[17] In other side, Vocac explains that parallel writing technique is a technique to facilitate writing in which the students read a text and then write another text using the structures of the first but with new vocabulary.

b. Imitating

According to Patrick that imitating is making or producing a copy or representation of, become or make oneself like. But in parallel writing we will read a piece of writing then use it as a basic for our own work.[18]

Nevertheless, imitating is needed in parallel writing. It means that, in parallel writing we need to imitate or follow the model of the structure of the English text in creating another English text.

Parallel writing and imitating are different. In imitating (a text), usually a text is read then it will be copied or rewritten it, not only by using its structure but also its vocabulary. On the other hand, the first text that has been seen will be copied or rewritten like the first and the result of imitating is the same as the original text. As conclusion, in imitating we can follow or imitate the whole part of the text. On the contrary, in parallel writing we will see or read a text then write another text that is similar, but we do not follow the whole part the freest kinds of controlled writing.[19] While, Harmer says that in parallel writing, the students might be shown model sentences and then be asked to write similar sentences of their own. This is a written version of the immediate creativity stage. The students might see a short piece of connected writing using the new language and then be asked to write a similar piece.[20]

Parallel writing as a part of controlled writing, focused the students attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context. In this technique, the students just follow a certain models of exercise which have been arranged in such a way that the students are constantly within control in using language material. What the students are to do is to copy, to select, to match, or to change, depending on the type of exercises given.

17 Paul and Team. *Cambridge International Dictionary of English.* (London: Cambridge University Press, 1995), hlm. 241

18 Patrick. *Cambridge Learners Dictionary.* (London: Cambridge University Press, 2001), hlm. 108

19 Raimess, *Technique in Teaching Writing.* (Oxford London: Oxford University Press, 1983), hlm. 21

20 Harmer, *op.cit.*, hlm. 49

In parallel writing technique, the original piece that the students look at and will show them how English is written and guide them towards their own ability to express in written English. Moreover, this case will be easy to be understood and interested by the students because the topic is familiar with them. Thus, the students will be easy to improve their writing ability especially in writing composition.

c. Writing course at Moslem University of Indonesia

Based on the curriculum applied at the Moslem University of Indonesia, it can be stated that there are three parts of writing. They are: Writing I, Writing II, and Writing III. Of the three writing subjects, the researcher will experiment on the writing I to the second semester students of English Department of Letters Faculty.

4. Hypotheses

To test the research hypotheses, this research uses statistical hypotheses, namely:

1) H_0 : There is no significant different of writing productivity between the students taught by using parallel writing technique with classical music background and those taught by using parallel writing technique without classical music background.
2) H_1 : There is significant different of writing productivity between the students taught by using parallel writing technique with classical music background and those taught by using parallel writing technique without classical music background.

Method of the Research

1. Design of the Research

The researcher employs quasi experimental design which involves two groups. They are experimental and control group. Both of the groups taught using parallel writing technique, in experiment group with classical music background and control group without classical music background in teaching writing. Both groups are given a pretest.

Then the students are given posttest. The results are compared to find out whether or not there is significant difference in the students' writing productivity.

The design is formulated as follows:

E	O_1	X_1	O_2
C	O_1	X_2	O_2

E : The experimental group
C : The control group
O_1 : Pretest
O_2 : Posttest
X_1 : The treatment by using parallel writing technique with classical music background.
X_2 : The treatment by using parallel writing technique without classical music background.

2. Research Variables

This research consists of two kinds of variables namely dependent and independent variables. (1) Independent variable is the use of parallel writing technique with classical music background. (2) Dependent variable is the students' writing productivity and students' interest.

3. Population and Sample

a. Population

The population of this research is the second semester students of English Department of Letter Faculty of Indonesia Moslem University. There are 40 students with 2 classes.

b. Sample

The sampling technique used in census system. This population is divided into two groups. The first group consists of 20 students that was used as the experiment class and the second group was used as the control group (20 students). The two groups have the same achievement and they were divided not based on the achievement.

4. Research Instrument

In collecting data, the researcher uses two kinds of instrument, they are:

a. Test.

The test consisted of pretest and posttest. The instrument of the research was two composition tests. The first composition was done without parallel writing technique and the second test, the students wrote based on the parallel writing technique with classical music background and without classical music background.

b. Questionnaire

This instrument was given to find out the students' interest toward the use of parallel writing technique with the classical music background and without classical music background in teaching writing. The questionnaire uses Likert Scale with the options, strongly agree, undecided, disagree, and strongly disagree. The questionnaire was distributed to the respondents after last treatment.

5. Procedure of Collecting Data

The data were collected through the following procedures:

a. Pretest

Before doing the treatment, the students were given pretest to know their achievement in writing. In this pretest, the researcher asked the students to write two compositions by asking them to describe things used based on the description given and story telling with narration. The materials based on the curriculum. The students spent 90 minutes.

b. Treatment

After giving the pretest, the students were treated by using parallel writing technique with classical music background. In this phase, they wrote as much as possible related to the text given and it was done six times under the themes: describing room, hotel, person and narration experience, visiting tourist attraction and historical events.

c. Post-test

After the treatment, the posttest was conducted to find out the students' writing achievement and their progress. The test was just the same with the pretest. After they were tested, the researcher observed whether there was any correlation between the applications of using parallel writing technique with classical music

background and without classical music background with the students' interest.

6. Data Analysis

The data were collected in the line with instrument and were analyzed using the procedures:

1) Scoring the students' answer of pretest and posttest.
   The scores given to the students were based on the scoring system used at Indonesia Moslem University.
2) Tabulating the score of the students.
3) Classifying the students' score.
4) Calculating the mean score using SPSS 11.5 version (2002).
5) Scoring writing productivity using the following scoring system:

Score	*Classification*	Category
3.50-4.00	Excellent	Natural English, minimal errors, complete realization of the task set.
2.50-3.50	Very Good	Good vocabulary and structure, above the simple sentence level. Errors non-basic.
1.50-2.50	Good	Simple but accurate realization of task. Sufficient naturalness, not many errors.
0.50-1.50	Weak	Vocabulary and grammar inadequate for the task set.
0-0.50	Very poor	Incoherent. Errors showing lack of basic knowledge of English.

The data from questionnaire used Likert Scale and then analysis in percentage to see the students' interest towards parallel writing technique with classical music background in writing subject.

The formula used in analyzing the data is:

$$P = \frac{fq}{N} \times 100\%$$

Notes:
P = Percentage from test and questionnaire
fq = Number of frequency
N = Total samples

6) Finding the correlation between students' writing productivity and interest by using SPSS version 11.5 (2002).

DISCUSSION

A. The students Writing Productivity

Before the treatment both experimental and control group were given pretest to know the students' achievement on writing English composition. Furthermore, the purpose of the test was to find out whether both experimental and control group was at the same level or not.

The mean score of the students' pretest of experimental group is 1.85 which is categorized as good classification and the mean score of the students' pretest of control group is 1.75 which is categorized as good classification.

Based on the statistics test in SPSS version 11.5, in relation to the data of pretest, the asymptotic significant (.0664) is greater than probability value (.05). This means that H_0 is acceptable or H_t is rejected on significant level of α .05. Those experimental and control group have the same or relatively the same baseline knowledge in English composition before treatment. Since the base level of the students' pretest was at the same level, the treatment was then conducted to both groups.

After giving the treatment to both group, the means score of students' posttest in both groups is different. The mean score of experimental group is 2.95 which is categorized as very good category and control group is 2.20, which is categorized as good category (2.95 > 2.20) and the standard deviation was .82 of experimental group and standard deviation of control group was .69.

The data of posttest indicates that the statistical hypothesis is based on statistics test in asymp. Sig (2-tailed), we concluded that the probability is smaller that .05 or .004 < .05. This means that H_1 is acceptable and. Of course, the

statistical hypothesis of H_0 is rejected, it means that parallel writing technique with classical music background was able to give significantly greater contribution than parallel writing technique without classical music background. It could be stated that the application of parallel writing technique with classical music background in teaching writing could improve the students' writing productivity and more productive better than the parallel writing technique without classical music background applied.

This implies that the use of parallel writing technique with classical music background in teaching writing should be taken for granted as one of the techniques that increase the students' writing productivity in English to the second semester students' of English Department of Letters Faculty of Indonesia Moslem University.

B. The students' Interest

The data showed that the use of parallel writing technique with classical music background in writing English composition could enhance the interest of the second semester students of English Department of Letters Faculty of Indonesia Moslem University. This is indicated by the students' scores of the questionnaire. The analysis of questionnaire only one students state negative statements to the use of parallel writing technique with classical music background because out of 20 students, 7 (35 percent) strongly interest the students got score 76-90 interval, 9 (45 percent) students got score 61-75 interval, 3 (15 percent) students got score 46-60 interval. Based on students score of questionnaire, it is found that the higher score is 81 which is categorized as strongly interest and the smaller score is 35 with categorized as uninterested category and most of the students indicated strongly agree and agree as the positive statements about the use of parallel writing with classical music background in writing productivity. Further analysis shows that the mean score is 69.95 which is categorized as interest category.
Of without classical music background out of 20 students, 3 (15 percent) strongly uninterested 16-30 interval, 9 (45 percent) students got score 31-45 interval, 8 (40 percent) students got score 46-60 interval. Based on this data most of the students indicated that parallel writing technique with classical music background is uninterested with the higher score is 58, which is categorized as moderate category and the lass score is 25, which is strongly uninterested and no one get strongly interest and interest category. Further analysis shows that the mean score

is 39.25, which is categorized as uninterested. Most of the data indicated that using parallel writing technique with classical music background after treatment once in control group is uninterested category.

C. The Correlation between Students' Writing Productivity with Their Interest by Using Parallel Writing Technique

After the data from interest variable correlated with the students writing productivity of experimental group analysis by using SPSS version 11.5, the result of the students correlation between writing productivity and their interest with parallel writing technique with classical music background shows that the probability is .035 is smaller than .05, so the decision is H_0 is rejected and H_1 is acceptable. It means that simple correlation analysis of students writing productivity (X_1) correlated with students interest (Y).

So, it can be concluded that the mean score of students writing productivity positive correlation (pearson correlation is .474) with students' interest. In other words, there is significantly correlation between students writing productivity and interest in learning writing subject by using parallel writing technique with classical music background.

In other, the result of the students writing productivity and their interest with parallel writing technique without classical music background shows that the significant 2 tailed probabilities is .000. Since the probability is smaller than .05, H_0 is rejected and H_1 is acceptable. This means that the mean score of students writing productivity were negative correlation (pearson correlation is -.738) with the students' interest. In other words, there is significant between students writing productivity and interest in learning writing subject by using parallel writing technique without classical music background.

The students' writing productivity and their interest based on the result of data descriptive, the interest of students toward the use of parallel writing technique with classical music background is interest category. This case point out that the result of inferential statistic analysis indicated that the students' writing productivity toward the use of parallel writing technique with classical music background has significantly correlation with students' interest.

It can be seen on students' result of writing productivity and questionnaire. Beside that the students' interest toward the use of parallel writing technique with classical music background is more important to support the students' writing

productivity.

This can be understood that both experiment and control group by using parallel writing technique in learning and teaching process are able to increase the students motivation in writing English composition.

According to Krashen that affective filter hypothesis states if the students' anxious, unmotivated, or simply lacks confidence, language acquisition will be limited. It is therefore in the interest of the second language teacher to provide an environment which evokes positive emotions. Music does precisely that.

Conclusion

The result of hypothesis testing shows that the students writing productivity before and after the treatments are significantly different. It was found that the posttest result was higher than pretest, which proved that the use of parallel writing technique with classical music background in teaching writing contributed to the students more productive in writing English.

It was also found that the students' interest toward the application of parallel writing technique with classical music background was interest to the experimental group of the second semester students of English Department of Letters Faculty of Indonesia Moslem University.

Beside that, the result of the students' writing productivity and students' interest H_0 is rejected or H_1 is accepted. This case points out that both groups were significantly correlation between the students' writing productivity (X) and students' interest (Y).

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