APPROVAL SHEET

Name: Asti Ayuningsih

Students' ID: 321 413 025

Department: English Education Study Program

Faculty: Letters and Culture Faculty

Title: Asymmetric Structure Parallelism in Students’ Argumentative Writing


2nd Advisor: Fahria Malabar, S.Pd., M.A.

NIP. 19820906 200604 2 001 NIP. 19860605 200812 2 002

Legalized By:

The Head of English Education Study Program

Novi RusnartyUsu, S.Pd, MA
NIP. 19800111 200501 2 003
LEGALIZATION SHEET

Date: March 24th, 2017

Time: 09.00 AM

Examinee: Asti Ayuningsih

Students’ ID: 321 413 025

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<td>Muhammad Syamsurizal, S.S., M.Pd.</td>
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Dean of Letters and Culture Faculty

Dr. H. Harri S. Malik, M.Hum.

NIP. 19661004 199303 1 010
ABSTRACT


Writing each item or idea in a sentence follows the same grammatical pattern, and then it is named as parallel construction. Unfortunately, students often fail in constructing parallel sentences when joining words, phrases, and clauses by using coordinating conjunction, correlative conjunction, linking verb, comparison, and lists or series which makes their writing awkward and confusing. This present study examines the common types of asymmetric structure parallelism in students’ argumentative writing and investigates the factors which cause the asymmetries. This study is a qualitative study that collects the primary data from students’ argumentative writing in particular topics which demand them to present their arguments and to provide their position, reasons and evidence in their writing, and the secondary data from interview. As a result, this study discovers that students commit asymmetries in different types of parallelism, and mostly take place in parallel structure with elements joined by conjunction, both coordinating and correlative conjunction. The result of interview section shows that students make those asymmetries due to lack of knowledge, lack of attention, and lack of vocabulary. Thus, in order to reduce the asymmetric structure parallelism, the specific materials about parallelism should be added in writing or grammar’s lesson plan.

Keyword: Structure parallelism, asymmetry, argumentative writing