CHAPTER V: CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and suggestion based on the result of the study. The aim is to sum up the research finding and to guide for the further research regarding to the structure parallelism in writing.

Conclusion

Based on the study that has been conducted, the data from students' argumentative writing revealed that the students tend to make asymmetric structure parallelism in using conjunction, both coordinating conjunction and correlative conjunction. Then, these types commonly occur in students' argumentative writing specifically parallel structure in phrase form. Otherwise, the occurrences of structure parallelism based on these types are most asymmetrically being used in students' argumentative writing. This research also shows that the participants rarely use linking verb or verb of being in parallel structure because there is no datum that can be revealed in this type.

Then, based on the result of interview session, the major factors which cause the students to commit asymmetric structure parallelism are lack of knowledge, lack of attention and lack of vocabulary. The students are lacking of knowledge and competence about structure parallelism because they do not learn about it specifically in classroom. Students state that they do not have an adequate knowledge and understanding of structure parallelism that it can influence their writing. Additionally, the students are still lacking of knowledge in parallelizing the elements of the sentence. Another factor is lack of attention. It causes the students pay more attention on the context and idea of their writing rather than to the grammar. Therefore, lack of vocabulary is also the other factor of asymmetric structure parallelism committed by the students. It is because

they do not master the different form of word classes that cause them to use inappropriate word form in a sentence.

Recommendation

These are three suggestions for three different categories below. The suggestion is presented to give the advantages and for the better future in teaching and learning process, particularly in grammar and writing courses.

Those data that have found are only the sample from the students that become the participants in this study. As English Department students, they need to have good skills in English, particularly writing skill. Moreover, they have to increase their willingness to learn grammar and to practice writing. Not only for having good score, but also to apply the knowledge, because the skills that have mastered by students are useless if it is not supported by good grammar. For those students who are good or even excellent in grammar, the knowledge will not be balance without practicing it.

Therefore, this study also gives recommendation for English lecturers. Teaching is an activity where the teacher transfers knowledge to the students. By teaching well, the students can understand easily the knowledge that being transferred. Moreover, teaching in case for productive skills course is not as easy as thought. It needs more practice than lecture. The lecturers need to give a deep understanding to the students for the better writing skill. It is because there are English department students who cannot recognize what structure parallelism is and how to use it. Hence, it is also important to point out the style and method of the lecturers in teaching English Grammar and Writing to the students. Sometimes, students' willingness can increase if lecturers' method or style in teaching is interesting. Since structure parallelism is not

being taught specifically in a full class meeting because the material about structure parallelism is collaborated with the other materials such as fragment, run-on, and ellipsis sentence, it is important to add some specific materials of structure parallelism to the lesson plan of some subjects such as Writing, Structure, English Grammar and English Syntax.

Suggestion for further researcher, concerning to the result of the study, therefore it will help the next researcher to conduct the research alike. The researcher suggests to the future researchers who want to conduct the similar research about structure parallelism, it will be better if use the different objects such as students' speech, literary works which deals with structure parallelism or another kind of writing as the source of data, and also use different theories in analyzing the data. Otherwise, no one is perfect and all things are needed to be developed. Hopefully, this research will be a good reference for further researchers and will lead the next research.

REFERENCES

Aarts, B. (2001). *English syntax and argumentation*. New York: Palgrave. ISBN 0-
33-94987-0

Abushihab, I. (2014). An analysis of grammatical errors in writing made by Turkish
learners of English as a foreign language. *International Journal of Linguistics,* 1948-5425
Vol. 6, No. 4. Retrieved from
www.macrothink.org/journal/index.php/ijl/article/viewFile/6190/pdf_126 *on April 11th,*
2016.

Agustiningsih, F. (2009). *The error analysis of students' descriptive writing.* Skripsi.
Jakarta: The English Education Department, Faculty of Tarbiyah and Teachers' Training,
Syarif Hidayatullah State Islamic University. Retrieved from
repository.uinjkt.ac.id/.../1/FAJAR%20AGUSTININGSIH-FITK_NoRestriction.pdf on
January 4th, 2016.

Azar, B. S. (1999). *Understanding and using English grammar third edition*. New
York: Pearson Education Company. ISBN 0-13-958661-X

Balogun, J. (n.d.) in Alabi, V. A. and Babatunde, S. T. (Eds.). (n.d.). Three types of
writing: letter, essay and creative writing. *The Use of English in Higher Education* ISBN:
978-2066-48-6

Benner, M. (2004). *Self teaching unit: Parallel structure.* Retrieved from

https://webapps.towson.edu/ows/moduleparallel.htm on November 25th, 2015.

Birt, L. Scott, S. Cavers, D. Campbell, C. Walter, F. (2016). *A tool to enhance*

trustworthiness or merely a nod to validation. Retrieved from

journals.sagepub.com/doi/abs/10.1177/1049732316654870?journalCode=qhra on

January 5th, 2017.

Bradley, A. (2017). Personal Communication on February 7th, 2017.

Buchari, A. (2016). *Lexical Collocation Errors in students' writing*. Skripsi.

Gorontalo: Letter and Culture Faculty. Universitas Negeri Gorontalo.

Cambridge Dictionary. (2017). *Easy to understand*. Retrieved from

http://dictionary.cambridge.org/topics/knowing-and-understanding/easy-to-understand/
on January 8th, 2017.

Darmayati, D. (2008). *The error analysis on the parallelism made by English*

department students of the University of Muhammadiyah Malang. Thesis. Retrieved from

eprints.umm.ac.id/3596/ on November 5th, 2016.

Déprez, V. (2000). Parallel (A)symmetries and the Internal Structure of N-Words.

Natural Language and Linguistic Theory 18: 253-342. Retrieved from

www.rci.rutgers.edu/~deprez/NLLT.pdf *on July, 23rd, 2016.*

Eckstut, S. (2000). *Focus on grammar second edition*. New York: Pearson Education

    Company. ISBN 0-201-34687-7.

Emmaryana, F. (2010). *An analysis on the grammatical errors in the students'*

    writing. Retrieved from repository uinjkt.ac.id/.../FAJARIANI%20EMMARYANA-

    %20FITK.pdf on August 7th, 2016.

Hancock, B., Ockleford, E., Windridge, K. (2009). *An Introduction to Qualitative*

    Research. National Institute for Health Research. Nottingham. The NIHR RDS EM /

    YH.

Harja, R. J. (2016). *Students' language in creative writing (figurative and non-*

    figurative Language). Skripsi. Gorontalo: Letters and Culture Faculty, Universitas Negeri

    Gorontalo.

Hasna, B. (2009). Faulty Parallelismin Students' Writings The Case of Third Year

    L.M.D. Students Department of Foreign Languages Mentouri University of Constantine.

    Dissertation. Retrieved from *bu.umc.edu.dz/theses/anglais/BEN1209.pdf on January 31st,*

    2017.

Hendriks, P. Hoop, H.D. Lamers, M. (n.d). *Asymmetries in language use reveal*

    asymmetries in the grammar. Retrieved from roa.rutgers.edu/files/786-1205/786-

    HENDRIKS-0-0.PDF on February 9th, 2017.

Hourani, T. M. (2008). *An analysis of the common grammatical errors in the English*

   writing made by 3ʳᵈ Secondary male students in the eastern coast of the UAE. Master

   Dissertation. Dubai – UAE: Institute of Education, British University in Dubai.

Israwati, D. P. (2015). *A study on grammatical errors of students' English essay (A*

   morpho-syntactic analysis). Skripsi. Gorontalo: Letters and Culture Faculty, Universitas

   Negeri Gorontalo.

Johnson, K. (2008). *Why do people make so many mistakes*. Retrieved from

   http://wiki.c2.com/?WhyDoPeopleMakeSoManyMistakes on February 8ᵗʰ, 2017.

Maurer, J. (2000). *An advanced course for reference and practice second edition.*

   New York: Pearson Education Company. ISBN 0-201-38309-8.

Ngangbam, H. (2016). An analysis of syntactic errors committed by students of

   English language class in the written composition of Mutah University: a case study.
   European Journal of English Language, Linguistics and Literature, Vol. 3 No. 1, ISSN
   2059-2027.

Pebrianita, A. (2013). *An analysis of parallel structure errors of sentences in*

students' writing argumentative essay. Skripsi. Sumatra Barat: English Department,

STKIP PGRI Sumatra Barat. Retrieved from

download.portalgaruda.org/article.php?...AN%20ANALYSIS%20OF%20PARALLEL...

on January 6ᵗʰ, 2016.

Rohmah, Z.M. (2013). *An analysis on errors of using subject-verb agreement in the*

writing skill of fifth semester students of English Department, UMM. Thesis. Retrieved

from *jurnal.untad.ac.id/jurnal/index.php/ELTS/article/viewFile/3036/2110 on February*

2ⁿᵈ, 2017.

Sakamoto, Y. Okamoto, T. (1982). *Lexical parallelism in text structure determination*

and content analysis. North-Holland Publishing Company.

Sholihah, U. (2014). *The differences between English and Indonesian language*.

Retrieved from journal.unwidha.ac.id/index.php/magistra/article/view/441 on December

9ᵗʰ, 2016.

Verspoor, M. Sauter, K. (2000). *English Sentence Analysis*. Amsterdam: John

Benjamin Publishing Company. ISBN 978 90 272 2566 5.

Writing Center at Chapman University. (n.d). *The Importance of Parallelism, or one*

of these things is not like the other-and it's wrong. Retrieved from

http://www.chapman.edu/wilkinson/english/_files/wc-parallelism.pdf on April 4th, 2016.

Young, D. (2007). *Parallelism in Writing*. Retrieved from

http://www.donnayoung.org/english/composition/parallelism-in-writing.htm on June

25th, 2016.