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


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.


Birt, L. Scott, S. Cavers, D. Campbell, C. Walter, F. (2016). *A tool to enhance trustworthiness or merely a nod to validation*. Retrieved from


Gorontalo: Letter and Culture Faculty. Universitas Negeri Gorontalo.


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

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


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.