PARALLEL STRUCTURE ERRORS MADE BY STUDENTS

(Descriptive Quantitative Study on Eight Semester Student of English Department in Academic Year 2018 at IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Language Education

IAIN CURUP

By:

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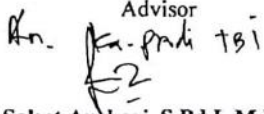
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Assalamualaikum Wr.Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudari **MEKSIKE MAYAKI** yang berjudul **Parallel Structure Errors Made By Students (Descriptive Quantitative Study on Eight Semester Student of English Department in Academic Year 2018 at IAIN Curup)"**. Sudah dapat diajukan dalam sidang Munaqosah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

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PREFACE

The thesis is submitted as a part of the completion for the "sarjana degree" in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum Wr. Wb.

Alhamdulillahirobil'alamin, praise is to Allah SWT, the Lord of the universe, the most gracious and the most merciful for his blessing and peace be upon the last messenger, prophet Muhammad SAW.

The researcher have finally succeded accomplishing this thesis entitled: "PARALLEL STRUCTURE ERRORS MADE BY STUDENTS (Descriptive Quantitative Study on Eight Semester Student of English Department in Academic Year 2018 at IAIN Curup)." This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English study program of IAIN curup. I conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from other. In this chance , the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the rector of IAIN   Curup

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9. PBI C thanks for all of your support, friendship, kindness, solidarity, helps the writer in finishing this thesis.

Finally, the researcher realize about writing this thesis is not perfect yet, event in grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah SWT bless us and give us the easiest way for facing our future. Aamiin Ya robbal 'alamin.

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Curup,   Desember 2018
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Meksike Mayaki
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Motto and Dedication

Motto:

- *'There is no limit of struggling'*
- Allah does not burdens person but according to the ability (Q.s. Al-Baqarah 286)

Dedication:

This thesis dedicates to:

- Allah SWT who always blesses me and gives me guidance and fluency in finishing this thesis
- My beloved family, My grate father Alm. Jumadi , my strong mother Desi, my sisters Jeni Vera Nasution, S.Kom.I and Ririn Tri Domela and also all of my family that could not be mentioned one by one
- My Great advisor Mr. Sakut Anshori S.Pd.I, M.Hum and my beloved co-advisor Henny Septia Utami M.Pd who gave the writer guidance, support and suggestion in finishing this thesis
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- My Almamater IAIN Curup
- All of people around me who gave me support and the golden percept that I could not be mentioned one by one

ABSTRACT

Meksike Mayaki, 2018: " PARALLEL STRUCTURE ERRORS MADE BY STUDENTS (A Descriptive Quantitative Research in Eight Semester at English Study Program of IAIN Curup)

Advisor : Sakut Anshori, S.Pd.I, M.Hum

Co-Advisor : Henny Septia Utami, M.Pd

The study aims to investigate: 1) The parallel structure error made by students of English department of IAIN Curup. 2) The dominant error made by students. The type of this study is a descriptive quantitative. The population of the research is eight semester students of the English study program of IAIN Curup in Acedemic year 2017/2018. total sample in this research were 49 students Next, instrument was test on multiple choice format, technique for data analysis by interval of percetage. The result showed that: 1) The parallel structure error made of students of English department of IAIN Curup first In Using a coordination conjunction there were 166 errors or 67,74% on items number 3,4, 5, 13 and 14. The second error in using parallel structure was Using correlative conjunctions: either, not only, but also, etc, consist of 145 errors or 60,39% on items number 6,7, 8,9 and 24. The third error in using parallel structure was Using a word introducing a comparison consist of 155 errors or 63,26% on items number 17,19,22,23, and 25. The fourth error in using parallel structure was Parallel Structure in a Series or List Adjective, Noun and etc were 70 error or 28,55% with numbering 1,2,10,11 and 12. The Fifth error in using parallel structure was Parallel Structure with Verb Tenses were 99 errors or 40,41% with number 15,16,18,20 and 21. 2) The dominant error made by students of English department of IAIN Curup. The first Using a coordination conjunction there were 166 error or 26,14% on items number 3,4, 5, 13 and 14. The second dominant error in using parallel structure was Using a word introducing a comparison consist of 155 or 24,40% on items number 17,19,22,23, and 25. The third dominant error in using parallel structure was Using correlative conjunctions: either, not only, but also, etc, consist of 145 or 22,83% on items number 6,7, 8,9 and 24. The Forth dominant error in using parallel structure was Parallel Structure with Verb Tenses were 99 or 15,59% with number 15,16,18,20 and 21. The fifth dominant error in using parallel structure was Parallel Structure in a Series or List Adjective, Noun and etc were 70 or 11,02% with numbering 1,2,10,11 and 12.

Key Word: *Errors, Parallel Structure*

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CHAPTER I

INTRODUCTION

A. Background of The Research

There are four skills that should be mastered by students in learning English. There are listening, speaking, reading, and writing that interrelated each other. Moreover, there are mutually supporting each other and should not be treated discreetly. For example, when learners want to improve their writing skill, they have to read voraciously. By reading voraciously they will get many inspirations and materials for their writing. Writing is important skill among these four skills because it rains the writer brain to be more active. By writing writer would try hard to express their ideas, feeling and information.

Although someone can express her/his ideas and thought in speaking and writing but he/she needs knowledge of the grammar and vocabulary to be mastered to convey the ideas. Negleting them will make the writing become a poor writing which is difficult to be understod by the reader.

According to Broadmen and Frydenberg the purpose of writing is to communicate massage.[1] It means that the writer has to pay much attention to convey ideas in written form to make the reader understand about the meaning of massages that the writer intended to deliver. However, it is difficult for students to write because they need to think critically and have to be aware of expressing their ideas in order to make their writing readable and understandable. In order to

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[1] Broadman,C.A and Frydenberg,*Writing to Communicate*, (California: Pearson education.inc, 2002)

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achieve it students should be aware of the grammar use in writing and check wheter it is parallel or not.

Parallelism in writing concerns the similarity in structure between ideas and grammatical form. Words, phrases and clauses that have same grammatical structure are said to be parallel. If the writer writes single words in list, he/she should keep the list as single word. Verb tenses should also remain the same throughout the sentence. [2]

It means, parallel structure (also called parallelism) is the repetition of a chosen grammatical form within a sentence. By making each compared item or idea in sentence follow the same grammatical pattern, writer create a *parallel* construction. Example *Not Parallel:* Ellen likes hiking, the rodeo, and to take afternoon naps. *Parallel:* Ellen likes hik*ing*, attend*ing* the rodeo, and tak*ing* afternoon naps, or Ellen likes to *hike*, *attend* the rodeo, and *take* afternoon naps.

If the writer fails to keep parallel form, the sentences or list will feel awkward to the reader; that is, when parallelism is not achieved, it can makes the reader will be confused as well as grammatically incorrect structure. When writing a sentence that contains two or more words, phrases, or clauses, the elements of the sentence must be for the same form.

In other word, the sentence must have parallel structure noun with noun, verb with verb, adjective with adjective, adverb with adverb, gerund with gerund. Besides that the elements of the sentence should suitable with means and the function. There are some errors that often made by writer in writing. They are lexical errors, grammatical errors, grammatical errors, and discourse errors, first

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[2] Ellis Rod, *Current Issues in the Teaching of Grammar: An SLA Perspective*, (Journal of TESOL Quarterly, 2006), p. 112

lexical errors include mistakes in which the words are combined. Second, grammatical errors cover such as mistakes in verb, tense form and sentence structure. The last one is discourse errors. These errors related to the way of sentences are organized and linked in order to make a whole text.

Parallel structure is one kind of grammatical errors. Anker states that parallelism in writing means that similar parts of sentence are balanced by having the same structure.[3] Parallel structure consists of parallel in a series or list, parallel with ideas presented as pairs and parallel verb tenses. Parallel in a series or list meant that all of items should keep the same grammatical form. Then, parallel with ideas presented as airs is when connecting two independent clauses, and independent clause and phrase, and independent clause and dependent clause. The grammatical structure should remain the same in both pairs. And the parallel with verb tenses means that the verb tenses in a sentence should remain the same grammatical form.

Parallel structure is important in writing because it allows a writer to achieve a sense of rhythm and order. When sentence structures are not parallel, writing sounds awkward and choppy. Parallel clauses are usually combined with the use of a coordinating conjunction (for, and, nor, but, or, yet, so). Lack of parallel structure can disrupt the rhythm of a sentence, leaving it grammatically unbalanced. Proper parallel structure helps to establish balance and flow in a well-constructed sentence; the alignment of related ideas supports readability and clarity. It is an important thing that should be mastered by the writer, especially when the writer is listing, comparing and contrasting items or ideas. there are

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[3] Anker, Sunar, *Real third edition Essays with reading*, (Boston: Kaplan publishing, 2009) P533

some advantages of parallel structure in writing. It can make writing product smoother, clearer and easier for readers to understand. Next, parallel structure means that each item in a list or comparison follows the same grammatical pattern. For instance, when the writer wants to make a list and first item in her/his list is a noun, so the writer has to make all of the following items in noun also.

The eight semester students of IAIN CURUP has taken all Writing subject. Students have learn essay. Based on interview to students of this semester have studied the essay pattern and some organizations of essay.[4] It means that they have learn how to construct a good essay based on its organization included the essay with comparison and contrast organization. The researcher has done the preliminary research, based on the researcher's observation, the students still had some difficulties in order to make a good essay. They are students were still difficult in making good parallel structure in their essay. For example, students made a sentence "My sister and I have some hobbies, for example cooking together, watching televisions, and plant flowers in front of house." It is not a correct parallel structure at all. The first two elements, cooking together and watching television are in parallel structure because both are gerund. The third one, plant flower ruins the parallel structure because it is in the infinitive form. The correct one has to be "My sister and I have the same hobbies, for example watching televisions, cooking together, and planting flowers in front of house."

Unfortunately, the other statement revers to the problem in the previous semester the student when their took writing and structure four still have

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[4] Students, *Interview*, at March 23th 2018

difficulties, therefore the researcher is interested to conduct the research about parallel structure because it makes sentences easier for the reader to understand and to provide clarity.[5] It is expected that this result can later contribute to lecturers writing and structure.

Connelly states that to make sentences easily to understand, pairs and lists of words have to be parallel or much.[6] Parallelism is the use of similar patterns of words or grammatical form to express similar or related ideas or ideas of equal importance Using parallel structure creates rhythm and balance the writer to present ideas clearly, concisely, and smoothly. Perhaps even more importantly, parallelism can help a writer highlight, emphasize information, or make a powerful point. Without parallelism, writing can become clunky, awkward, and needlessly confusing. It was very useful for students who will write their research report or thesis. They should be able to write it grammatically and to apply their knowledge in writing. Besides, they should know the way to construct sentences in correct order. It can be seen from their ability in constructing parallel structure in sentences.

B. Research question

1. What are the parallel structure errors made by the student?

2. What are the most dominant error made by the students?

C. The Objective of the Research

The aim of the research is to investigate:

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[5] Students, *Interview*, at March 23th 2018

[6] Connelly, Mark, *Get Writing sentences and paragraphs*, (Canada: Nelson education,2010) p 294

a. The parallel structure error made by students of English department of IAIN Curup

b. The dominant error made by students

D. Significant of the Research

The result of this research is expected to give the useful information especially for:

a. Students

Hopefully, this study can help students to know grammatical errors that they usually made. It is important for them to be more careful in writing because students not only puts the ideas on paper but also have to pay attention more in correct grammar, so that they are able to write well.

b. Lectures

The lecture know more about the common errors made by students in their writing especially parallelism errors. By this research the lectures are expected to give more comprehension to the students about parallel structure errors in their writing.

c. Researcher

The researcher will find out the common errors made by students . This research is also as one of the requirement in writing and grammar subject.

E. Definition of Key Term

a. Definition of parallel structure

Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas. Parallel structures allow the reader to flow

smoothly from one idea, sentence, or paragraph to the next and to understand the relationships and connections between ideas.[7]

b. Definition of error

Brown defines an error as a noticeable deviation from adult grammar of native speaker, reflecting the inter language competence of the learner.[8] According to Ellis error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.[9] Error analysis is the study about language error made by the student.[10] Error in this research is about parallel structure

F. Thesis Organization

The research completes the organization of explanation with divided into some parts, namely chapter 1 is introduction to the research it tells about background of the research, research question, objective of the research, significance of the research and definition of key term. Chapter II, this chapter provides theoretical foundation that is related to this research and previous study of the research. Chapter III, this chapter presents method used in this research. It includes the kind of research, population and sample, techniques of collecting the data, research instrument, techniques of data analysis. Chapter IV the researcher present finding and discussion about result of the researcher, finally chapter V is tell about the conclusion and suggestion of the research.

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[7] Jayetta Slawson, Natasha Whitton, and Jeff Wiemelt, 2010, 42-45. Prepared by the Southeastern Writing Center. Last updated July, 2011
[8] H, Dougles Brown, *Principles of language Learning and teaching*, (new jersey: Prentice Hall inc, 1994) p 206
[9] Rod Ellis, *the study of second language acquisition,* (new york: oxford university press, 1994)
[10] Hendri Guntur tarigan, *pengajaran pemerolehan bahasa* ,(pustaka firdaus:1973), p203

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Theories

1. Grammar

a. Definition of Grammar

According to Ellis, grammar teaching involves any instructional techniques that direct learners" notice to some particular grammatical form in a way that can help them metalinguistically know and/or form it in comprehension and/or production so finally they got to internalize it.[11] While Thornbury explain two types of how people take meaning of grammar teaching.[12] First, grammar teaching can be seen as "simply teaching to a grammar syllabus but otherwise not making any reference to grammar in the classroom at all as was the case with Audiolingualism". It is also can be named overt grammar teaching. Or in other way, people can define grammar teaching as "teaching to a communicative syllabus (e.g. of functions or of tasks) but dealing with grammar questions that arise in the course of doing communicative activities". This is sometimes called covert grammar teaching

According to Nassaji and Fotos cited in Aljohani grammar teaching has passed three stages that are different.[13] First, it exclusively concerns on the grammatical form. The next, the focus moves to the meaningful input and the last, the grammatical form and the meaningful communication become its focus. Another expert calls them by, focus on

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[11] Ellis Rod, *Current Issues in the Teaching of Grammar: An SLA Perspective*, (Journal of TESOL Quarterly, 2006), p. 83-107
[12] Scott Thornburry, *How To Teach Grammar,* (UK: Bluestone Press, 2004), p. 124.
[13] Hossein Nassaji, *Correcting Students' Written Grammatical Errors: The Effects of Negotiated Versus Non Negotiated Feedback,* (Journal of Studies in Second Language Learning and Teaching, 2011), p. 315-334.

forms, focus on meaning and the last is focus on form. This is also revealed by Long cited in Aljohani.[14]

" Long distinguished between three types which are: 1) focus-on-form, 2) focus on-forms, and 3) focus-on-meaning. Focus on forms assumes that language consists of grammatical forms that can be acquired "sequentially and additively". The focus-on-meaning proposes that learners inductively learn language, and understand its grammar. Focus-on-form brings students" attention to the linguistic form that is put in a meaningful context. Long, assumes that it is the most effective of all. Long said: " Focus-on-Form overtly draws students attention to linguistic elements as they arise incidentally in lesson whose overriding focus is on meaning or communication." Grammar is an aspect that cover a set of language that principally ties together to form a sentence.[15] Grammar is a set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances.[16] Grammar is partly the study of what forms which are possible in a language. It is a description of the rules that govern how sentences of a language are formed.[17]

b. The Importance of Grammar in Learning English

If it related with English , English grammar means as the form of English words, phrases even sentences which are sequeced based on the knowledge and characteristics of the three aspects. It is typically for phrases and sentences, they actually influence the meaning of grammar is very significant to help students cultivating words to convey the

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[14] *Ibid*, Page 100
[15] Nunan, David, Teaching English Grammar, (NewYork: Longman, 2001), P.3.
[16] Baker Mona, *In other words: A Coursebook on Translation*, (London: Routledge, 1992), p. 78.
[17] Thornbury. Op.Cit., p. 2.

idea orally or written. Somebody's utterance will be difficult to understand by the interlocutor if they do not speak by using correct utterances.[18]

Grammar in learning English places the first position because the first focus on this process is to make students recognizing the rule, function and usage of words or sentences before they process those elements while communicating. There is no doubt that a knowledge-implicit or explicit of grammatical rules is essential for mastery of a language. Someone cannot use words unless knows how they should be put together. It is suitable to what grammar means. Penny Ur states that grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. This indicates the importance of studying the grammar. The importance of grammar is clearly seen based on what is mentioned by Hakim that there will be described simply about the major principles of conversation that can be made as a consideration to assess the importance of understanding grammar in learning English conversation:

1. Basically, talking is making sentences
2. To able to make a correct sentence and understandable one, it is certain that the learners understand several kinds of sentence form used in conversation
3. One of way to comprehend several kinds of sentences used in conversation is by understanding 16 English tenses in verbal or non verbal sentences.

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[18] Sheena Gardner, *Changing Approaches to Teaching Grammar*, (*Journal of Elted*, 1999), p. 39-44.

4. For practical needs in mastering conversation fast, the learners can focus on the learning process about kinds of English tenses that are more frequently used in conversation.[19]

The explanation above shows the importance of grammar and typically grammar will influence the quality of somebody's spoken utterances even grammar is the basic point to cultivate listening, speaking, reading and writing skills in learning English, both in written and spoken utterances.

In this research, researcher takes the research in grammar understanding by considering and calculating the importance of grammar understanding and grammar achievement.

2. **Parallel Structure**

   a. Definition of Parallel Structure

   Express related idea in similar forms is common writing advice. It seems easier than done. For example, I like to swim, hike, and ride dirt bike. In this sentence we see that there are three verbs are written in a series. When there are two or more items in a sentence that have the same level of importance, students should use parallel structure. Parallel structure is similar with parallelism. Hamilton explains that parallelism means that a series of words, phrases, and clauses that serve the same function in a sentence should be given balanced and equal grammatical form.[20]

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[19] Ibid

[20] Hamilton, Sharon, *Solving Common Writing Problems*. (New York: Prentince hall, 2003) p 46

Young also says parallel structure means that similar sentence elements are expressed in the same grammatical form.[21] It means that, in writing should be given balanced and equal grammatical form in a sentence. Parallelism as balancing parts of a sentence so that they are expressed in the same way. Maintaining parallel balance helps the reader to connect that makes the writing more graceful and comprehensible for the reader.

According Anker parallelism in writing means that similar parts in a sentence are balanced by having the same structure. In this case, students make a sentence should have same structure.[22] If one element is an adjective, then all elements should be adjectives; If one element is a noun, then all elements should be nouns; if one element is a verb, then all elements should be verbs, and so forth. The researcher concludes that parallel structure is written words, phrases, or clauses within a sentence to match in their grammatical forms. If one element is an adjective, then all elements should be adjectives; If one element is a noun, then all elements should be nouns; if one element is a verb, then all elements should be verbs, and so forth. Thus, it is a way of achieving and maintaining balance in the sentences among parts that should be balanced in order to provide a clear and concise meaning for the reader.

Parallel structure is one of the most important things in writing because it can help the writing style clearness and readability. Parallel structure may be known also as parallelism or parallel construction. The principle of parallel structure is a simple one. Plainly put, the reader expects consistency. Ideas that

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[21] Young, Dona j, *Writing From the Core a Guide for Writing*, (United States: toolkit publishing LLC, 2009) p 203
[22] Anker, Sunar. *Real third edition Essays with reading*, (Boston: Kaplan publishing, 2009) p553

are related each other should be expressed in parallel form. Expressions similar in content and function should be expressed similarly.

In addition, parallel structure concerns the balance of sentences, or the similarity of words, phrases, or clauses in a list or series. Then, Parallel structure means that every item in a list or comparison follows the same grammatical pattern. Then Parallel structure is the repetition not just of ideas but also of grammatical structures and grammatical function. These structures can be simple (such as a repetition of a series of single related nouns), or more complex (such as a repetition of a series of phrases, clauses, or complete sentence structures).

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunction is called "Parallel structure." The conjunction used in this pattern are and, but, or, nor. These word are called "coordinating conjunctions."[23]

The researcher concludes that parallel structure is written words, phrases, or clauses within a sentence to match in their grammatical forms. If one element is an adjective, then all elements should be adjectives; If one element is a noun, then all elements should be nouns; if one element is a verb, then all elements should be verbs, and so forth. Thus, it is a way of achieving and maintaining balance in the sentences among parts that should be balanced in order to provide a clear and concise meaning for the reader.

b. Types of Parallel Structure

According to Gerald in Romi , there are three types of parallel structure. They are as follow:

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[23] Azar, Betty Schrampfer, *understanding and using engglish grammar third edition,* (NY:longman,2002) p348

1) Parallel Structure with Ideas Presented as Pairs

The grammatical structure should remain the same in both pairs when connecting two independent clauses, an independent clause and phrase, and an independent clause and dependent clause. There are three ways to parallel them. They are:

a) Using a coordination conjunction (FANBOYS): For, And, Nor, But, Or, Yet, So. The example of correct parallel structure can be seen in this sentence: Tutors are finding(verb-ing) ways to improve their workshops and creating(verb-ing) ways to increase students' retention of the material. Then, the faulty parallel structure can be seen in this example: Tutors are finding (verb-ing) ways to improve their workshops and create (not verb-ing) ways to increase students' retention of the material.

b) Using correlative conjunctions: either, not only, but also, etc.

When connecting two ideas using either/or, neither/nor, not only/but also, both/and, and whether/or, the second part of the pair should have the same grammatical structure. The correct parallel structure can be seen in this example: The movie I saw last night was not only too long but also too violent. Then, the faulty parallel structure is like this sentence: The movie I saw was not only too long but was also extremely violent.

c) Using a word introducing a comparison: Than

When using than, the items compared should be grammatically parallel. The example of the faulty parallel structure is: It is easier to lead a simple existence than questioning your programmed beliefs. And the correct one is: It is easier to lead (infinitive form) a simple existence than to question (infinitive form) your programmed beliefs.

2) Parallel Structure in a Series or List

In a series or list, all of the items should keep the same grammatical form. When the writer wants to make a list and the first item in her/his list is a verb, the writer should make all of the following items as verb also. The faulty parallel structure can be seen in this example: "He has good personality like: cheerful (adjective), friendly (adjective), honesty (noun), and optimistic (adjective)". Then, the correct parallel structure can be seen in this following example: "He has good personality like: cheerful (adjective), friendly(adjective), honest (adjective), and optimistic (adjective)".

3) Parallel Structure with Verb Tenses

The writer also has to make the parallel structure in verb tenses. The correct parallel structure in verb tenses can be seen in this example: I walked (past tense) home from work on Friday, so I picked (past tense) up food from a stand near my house. Next, the faulty example of verb

tenses can be seen in this sentence: I walked (past tense) home from work on Friday, so I pick (present tense) up food from a stand near my house.[24]

Parallel structure in English refers to the use of similar grammar constructions within a sentence or clause. Understanding parallel structure in English can help your TOEFL score.

Examples of parallel structure

Parallel structure is a fairly advanced grammar concept. But examples of good and bad parallel structure can be surprisingly obvious. So before we go into the exact definition of parallel structure, let me show you some samplesentences. Read the pairs of sentences below. Can you tell which sentence is best?

Sentence Pair A:

1. I like to eat apples and drinking apple juice too.

2. I like to eat apples and to drink apple juice too.

Sentence Pair B:

1. I am taking the bus and went to school.

2. I took the bus and went to school.

Sentence Pair C:

1. The raccoon and skunks are animals found primarily in North America.

2. The raccoon and skunk are animals found primarily in North America.

You may have already sensed the "good" sentence in each of the pairs above. But if you're still not sure, don't feel bad. Like I said, this is an advanced English concept. We're about to look at it in detail.

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[24] Romi, parallel structure errors, 2012, p 27 from http://campussaya.blogspot.com/2014/01/parallel-structure-error-found-in.html

In each of the sentence pairs above, the second sentence is the better one. The second sentence is the one with parallel structure. Each2 sentence has matching pairs of verbs or nouns. In Pair A sentence 2, *to eat* and *to drink* are both infinitive verb forms. So the grammar structures of these verbs are the same — the structures are *parallel.* In sentence 2 of Pair B, *took* and *went* also show parallel structure; both are past tense verbs. Finally, in sentence C2, we see both nouns in the singular with "the" used to label the nouns and broad

categories.

In contrast, each of the first sentences do *not* have parallel structure. In Pair A sentence 1, *to eat* is infinitive, while *drinking* has an -ing ending and is present participle. In Pair B sentence 1, *am taking* is present progressive tense, but *went* is simple past tense. Finally, in Pair C sentence 1, *the raccoon* is singular and marked with "the," while *skunks* is plural.

c. The rules of parallel structure in English

Obviously, the most important rule of parallel structure is that it requires two or more verbs or nouns to have the same grammatical form. But under what conditions must verbs or nouns have parallel grammar structure?

1) **Rule 1: Parallel structure requires that nouns and verbs have the same grammatical form**

This is the most obvious feature of parallel structure, as seen and explained with the examples above. Parallel structure nearly always applies only to verbs that are used together or nouns that are used together. This is because verbs and nouns have some clearly different

grammatical forms. Verbs have tense, participle, and singular/plural variations. Nouns can be singular or plural, and can have *determiners* (words like *a, an,* and *the*) attached to them.

2) **Rule 2: Parallel structure should be used within a single clause.**

Generally, two or more verbs or nouns must be parallel if they're in the same *clause*. Recall that <u>a clause</u> is a set of words that has a subject and predicate. (<u>Predicates</u> add information about a subject and must contain a verb.) Some clauses are complete sentences. Other clauses are phrases within a complete sentence.

- *A complete sentence clause with parallel structure:* The car won't drive or even start. (*Drive* and *start* are both simple present verbs. If you instead said something like "The car won't be driving or even start," you would break parallel structure.)

- *A phrase clause with parallel structure (the clause portion of the sentence is in **bold**):* He couldn't get to work with **his car not driving or starting.** (*Driving* and *starting* are both present participle verbs. It would not be acceptable to write "his car not driving or started.")

3) **Rule 3: Parallel structure is often used with verbs and nouns that are joined by conjunctions.**

Conjunctions are words that join two clauses or join multiple nouns and verbs. If you're using conjunctions, this may be a sign that you need to use parallel structure. Here are a few examples of conjunctions that connect verbs or nouns with parallel structure:

- He's working hard while earning lots of money. (*While* connects the parallel verb forms *working* and *earning*.)

- Active volcanoes may spew smoke, ash, and sometimes lava. (*And* connects three singular noun forms: *smoke*, *ash*, *lava*.)

1) **Rule 4: Parallel structure should only be broken for specific reasons.**

Parallel structure can be broken in English. And it often *is* broken. But it has to be broken for a specific reason. Two common reasons to break parallel structure relate to verb tense and contrasting noun forms. Sometimes two or more verb tenses are used in to show a clear difference between events. At other times, two or more noun forms can have different grammar because the nature of the nouns is different. Here are a few examples of sentences where parallel structure is broken for good reason. All of these sentences are correct even though they don't have parallel structure:

- *Two past tense events, one of which interrupted the other (interrupted event in past continuous tense, interrupting event in simple past):* The baby was crying, but stopped.

- *Three past events that take place in the past, present, and future, and thus have three different grammar forms:* My mom studied at university, is working now, and will retire someday.

- *Using a plural form and a singular form to contrast two kinds of verbs:* The family has three cats, not a dog.[25]

3. **Error**

a. Errors

There is no perfect in the world in life people, students are possible to make errors. Errors can be happened in learning language. According to Klasen in

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[25] https://magoosh.com/toefl/2016/toefl-parallel-structure/

Mishra error is a form or structure that a native speaker deems unacceptable because of its inappropriate use. A form or structure of performance in language should have a rule to make the meaning acceptable, which one make the audience or the reader can understand. [26]

Next, Idris and Akbar say error can be classified as interlingual or intralingual. Interlingual errors can be identified as transfer errors which result from a learner's first language features, for example, grammatical, lexical or pragmatic errors. In words other, intralingual errors are overgeneralizations in the target language, resulting from ignorance of rule restrictions refers to the application of rule inappropriate context. Incomplete applications of rules occur when learners fail to develop a structure fully. [27]The researcher concludes an error is wrong made by foreign language learner. in producing process that gives bad effect for both writing and speaking. Thus, the learner should be careful uses English and tries to avoid errors in all of language aspects.

b. The differences between Error and Mistake

In order to get the proper perception between error and mistake, it is crucial to make a distinction between them. Brown defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner.[28] The appearance of such errors can be detected, it means that the errors arise because each learner has different motivation, social background, and intelligence. It has a relationship with the

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[26] Mishra, Krushna Chandra, *Correction Errors in English A Training Course for The Teachers of English As a second Language*, (Darya Ganj: Roshan offset printers, 2006) p 37

[27] Idris, Noraini & Akbar Husan*, Dimensions of Education*, (Delhi: Young art press, 2010) p 467

[28] Douglas Brown, *principles of language learning and teaching*, (New jersey: perentice Hall, 1994) p 206

learner's language competence in learning second language, some errors appear because the learners have not yet understood the grammar of second language.

While a mistake occurs when learners fail to perform their competence. Ellis states that mistake reflects occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what he or she knows.[29]

c. Types of error

According to Dulay, Burt and Krashen in Garindo and Romero say that there are four types error of grammatical error. They are omission, addition, misformation and misordering.[30]

1) Errors of omission refer to element which should be present but has been omitted. For example, the sentence 'my mother a teacher' instead of' my mother is a teacher'.

2) Addition is the presence of an element which should not be part of the sentence or utterance. There are three types of error on addition that is:

   a) Addition due to double markings: the failure to delete certain items which are required in some linguistics construction but not others. For example, 'he didn't went Kuala Lumpur' and she doesn't knows your name'.

   b) Addition due to regularizations: regularization error that fall under the addition category are those in which a marker that is typically added to

[29] Rod Ellis, *the study of second language acquisition*,(New york: oxpord university press, 1994) p 17
[30] Garrido, C. Gloria and Romero, C. Rosada. (2012). *Errors in The Use of English Tenses*. Ikala, revista de Languaje y Culture, 17(3),285-296.

exceptions that can be found in English. For example 'she putted the book on the table' and 'those childs are my neighbour'.

    c) Addition due to simple addition: simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. For example 'the birds doesn't live in the water' and 'we stay in over there'.

3) Misformation is error in the use of the wrong form or morpheme or structure. In this case, a learner provides a sentence which is grammatically incorrect in English. for example: 'the dog eated the chicken'.

4) Misordering errors are incorrect placement of a morpheme or group of morphemes in an utterance.

Moreover, misformation also has three types of errors, they are: Regularization. It is when a learner uses regular and irregular types of words in a wrong place. for example: 'runned' for 'run', 'gooses' for 'geese', Archiforms; when the choice of class form to represent or describe another class form in different situation. For example: 'that house is mine', 'that houses are theirs', Alternating forms. In this case, the learner has mistakenly used some forms alternatively but it results in producing a wrong word. For example: 'those dog', 'this cats', the use of he instead of him'.

B. Review of Related Finding

Writing recount text become problem for students who less aware about aspect in writing. One ospect seem dificult is about sentence is used. Recoun text retells what happend in the past time. In doing this research has some review of relevant study. Bellow are the reseachs about the writing text: Arista Winda Agustini "analysis of students' problem in thesis abstract (Case Study students' thesis abstract at STAIN Curup which graduated on 2009). STAIN curup has a English study program and students on graduated 2009 academics year. This program was right the writting subject had has four levels. The type of research in this study was a descriptive qualitative study, which merely focuses on the analysis of textual data. It is caused most of the students on graduating at 2009th still had many problems in grammatical in writing abstract thesis.

The finding had showed; the students' abstract writing format and content had mistakes, such as in the format; *Fist*, in component side most of the students' abstract component were still less, like there was one students wrote the some background information in writing thesis abstract and nobody of students' statement of conclusions or recommendation, it as a supported statement in the result of finding. *Second*, some students had mistakes in writing the paragraph of the abstract and mistakes in making space of abstract. Third, There are some incorrect in using.[31]

Second research, this study is intended to find problems found in recount texts which were written by the students of SMP Negeri 2 Mojo, Kediri. In order to reveal what kinds of problems faced by the junior high school students in writing recount texts, the researcher conducted research so that a complete data of the students' problems could be obtained. The research design used in this study was descriptive qualitative.

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[31] Arista Winda Agustini, *Analysis of Students' Problem in Thesis Abstract,* (Case Study students' thesis abstract at STAIN Curup which graduated on 2009), p. Vi.

The result of the writing test was then combined with the result of the questionnaire and interview guide to draw the final conclusion.The result of the writing test showed that the students had two kinds of problem: grammatical problems and vocabulary problems. types of errors in vocabulary problems: diction and spelling. It was found out that most of the students had grammatical problems more than vocabulary problems. It was in line with the result of the questionnaire and interview which indicated that problems of grammar were considered the most frequent problem faced by the students..[32]

Those research above is different with this research. The diffrents are: the problem are follow in students have problem in writing sentences or wrong sentences**.** The objective of the research are to investigate (1) What are the parallel structure errors made by students IAIN Curup? (2) What are the most dominant error made by the students?

The design of this research was descriptive research which presented in quantitave way. In collecting the data: test and analysis document. In analyzing the data, the writer used some procedures in problem analysis: percentages formula.

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[32] Intan Alfiati Kurni, *Problems Found in Recount Texts Written by the Eighth Graders of SMP Negeri 2 Mojo*, (Kediri: Thesis, 2012), p. 5.

CHAPTER III

THE METHODOLOGY OF RESEARCH

A. Kind of the Research

This study is a descriptive research delivered in quantitative way which involved the collecting of the data in order to answer the research question concerning the current status or phenomena. This statement is supported by Gay and Airasian descriptive research is research that reports phenomena as it appears in the process of the research and collects the data in order to answer the research questions.[33] Arikunto explains descriptive research as a research that is proposed to gather information about a tendency that is appeared from a variable, indication and condition when the research is done.[34] Therefore, this research described about the parallel structure errors .

The analysis of parallel structure errors is analyze by using quantitative analysis. According to Creswell states that quantitative research is an approach for testing objectives theories by examining the relationship among variables.[35] Then, according to Best and Khan in Hughes mentions that quantitative research is research consists of those studies in which the data concerned can be analyzed in terms of numbers.[36]

Furthermore, Muhadjir stated that " quantitative data will give more specific description about the data".[37] By analyzing the data with this method researcher know the specific errors in writing of students in quantitative data by using table of errors.

B. Population

1. Population

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[33] Gay.L.R.andairisian,peter. (2000). EucationalResearch:competencies for analysis and application. New York: Prentince hall
[34] Arikunto, Suharsimi, *Prosedur Penelitian: Suatu pendekatan Praktik,*(Jakarta: Rineka Cipta,2010)
[35] John W. Creswell, *Research Design*, (California: Sage Publication, 2014), P. 33
[36] Christina Hughes, *Qualitative and Quantitave Approaches*, (C.L. Hughes@Warwick.Ac.Uk., 1989), P. 89-90
[37] Muhadjir, Neong, *Metodelogipenelitiankualitatif.*(Yogyakarta: Rake sarasi, 2000) P 29

Loraine defined population is the group of interest to the researcher, the group of interest to the researcher, the group to which he would like of the study to be generalizable.[38] Population is the entire group of items or individual from which samples under consideration are presumed tome.[39] Also, According to Arikunto said that Population is a set (or collection) of all elements possessing one or more attributes of interest.[40] So, the population is totality subject of the research which has the specific requirement to apply in the research.

The population of the research is eighth semester students of the English study program of IAIN Curup in Acedemic year 2016/2017. They were 49 students consisting of four classes A, B, C, and Non-regular class. The researcher chose the eighth semester as the population in this study because they had all studied one to four structures.Next, based on interview result that some students in eight semester of IAIN CURUP have some difficulties in order to make a good essay. They are students were still difficult in making good parallel structure in their essay.

Table 3.1

Population

No	Class	Total
1	TBI VIII A	14
2	TBI VIIIB	15
3	TBI VIII C	12
4	TBI VIII Non-Reguler	8
	TOTAL	49

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[38] Lorraine rumble gay, peter airisan, *Educational Research Competencies for Analysis and Application,* (New Jersey: Imprint of Prentice Hall: 2000) p 122

[39] Barhart, Clarance, *The word book dictionary,*(Chichago illinions: World book. Inc)

[40] Suharsimi Arikunto*, Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013, cet. 15), P. 173

2. Sample

A sample is students in a research study in which information is obtained.[41] According to Sugiyono that the sample is a part of a number and characteristic owned by the population.[42] So, the researcher concluded that sample is part of representative of population which is researched. In this research, researcher uses the total sample. In total sample, all students are being the object of the research without choosing some students. Thus total sampling was employed in this research, it means the researcher took all students of eight semester English study Program in academic year 2017/2018.

The purpose of taking all member population as sample in this research because the researcher want to find out and describe about the students parallel structure errors, the researcher would get the data completely if all member of population were taken as sample. Therefore , as provided forward total sample in this research were 49 students.

C. The Technique of Collecting Data

In collecting the data, the researcher followed the procedures : The first, the researcher gave the task to the students in form of written task. The second, the researcher asked them to do the task in 45 minutes. The third, the researcher collected their answer sheets. After that, the researcher copied the students 'answer sheets In this research, researcher used some technique for collecting the data. the techniques are:

1. Test

The researcher used test because the researcher wants to collect the data that would be analyze. The test is an instrument which used by the that provides an indicator of students performance level. It means the test is useful for the to find out

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[41] Jack R. Freankel And norman E. *How design and evaluate research in education*, (MC: Graw Hill International edition, 1976) p 78

[42] Prof. Dr. Sugiyono, *Metode penelitian kuantitatif, Kualitatif, dan R & D,* (Bandung: Alfabeta, 2012), P 81.

the level of students According to Handayani test was an instrument which is used by the that provides an indicator of students performance level.[43] It means the test was useful for the to find out the level of students.

Additionallly, it adopted Gerald in Roni's theories. It had some sindicator and sub indicators: 1) Parallel Structure with Ideas Presented as Pairs following sub indicator Using a coordination conjunction, Using correlative conjunctions: either, not only, but also, etc. and using a word introducing a comparison. 2) Parallel Structure in a Series or List: Adjective, Noun, etc 3) Parallel Structure with Verb Tenses. Then, next step was formulated theories from the Type of Parallel structure and Type of Parallel structure were following:

Table 3.2
Blue Print

Type of Parallel structure	indicators	Item
1) Parallel Structure with Ideas Presented as Pairs	- Using a coordination conjunction	3, 4, 5, 13, 14
	- Using correlative conjunctions: either, not only, but also, etc.	6, 7, 8, 9, 24
	- Using a word introducing a comparison	17, 19, 22, 23, 25
2) Parallel Structure in a Series or List	- Adjective - Noun etc	1,2,10, 11,12
3) Parallel Structure with Verb Tenses	- Parallel Structure with Verb Tenses	15, 16, 18, 20, 21

D. Instrument of the research

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[43] Handayani, *evaluasi Pendidikan,* Bandung: Ilmu Pustaka, 2000, p 63

1. **Test**

   The test is an instrument which used by the that provides an indicator of students performance level. It means the test is useful for the to find out the level of students According to Handayani test is an instrument which is used by the that provides an indicator of students performance level.[44]

   In this research used written test is constructed by the researcher referring to English materials (parallel stucture). This test is formatted in multiple choices since this format can accurately measure students' correctness of incorrectness while answering with each item of the test. After constructing the blueprint and the written test. Test would be validated by validator. Validity is often defined as the extent to which an instrument

   measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. There are some types of validity, (1) *Construct validity,* (2) *Content validity,* (3) *Criterion-related validity.*[45] The researcher chose the other lecturer at IAIN Curup as validator because it was certain master in parallel structure. The researcher gave the test to students to get the result about the test which had been made.

   Next**,** researcher would revise the test based on validator's suggestions. The first revision was corrected on the structural and form of test was given by researcher. Then the first revision has been finish the validator toke the signature for the instrument.

   To find out the reliability of the test, the researcher used inter-rate technique. It means writer used students score both of pre test and post test scoring which involve

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[44] Handayani, *Evaluasi Pendidikan,* (Bandung: Ilmu Pustaka, 2000), p 63.

[45] Carole l. Kimberlin and almut G. Winterstein**.** *Validity and reliability of measurement instruments used in research, (*American Society of Health-System Pharmacists, Inc: USA.), P 2227-2229.

some criteria and aspect in writing To calculate the correlation coefficient of the two scorers, the researcher used Product Moment formula[46] From accounting above r-accounting = 0,902   r table = 0, 344 by N= 49 significant so the questionnaire is reliable. It is concluded getting the consideration for analysis. Reliability according to classical test theory, any score obtained by a measuring instrument (the observed score) is composed of both the "true" score, which is unknown, and "error" in the measurement process.

Validity was the extent to which a test measures what it is supposed to measure. The question of validity was raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it was intended. Based on the criteria of validity so the item on pre-test is valid on very   high category by the range criteria 0,97 based on the validity category 0,81 – 1,00 was called Very high .

E. Technique of Data Analysis

Analyzing is a process to arrange the data. Organize in to pattern category and basic part.[47] Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[48] To analyze the data in this research, the quantitative method was used to describe the students ability in parallel structure.

The analysis of quantitative was the analyzing the data in the form of numerical based on the result of students score in written test . There were several techniques that used to analyze the quantitative data, especially the data from written test , first, the data was

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[46] *Ibid*.p.72

[47] Muntoha *"Teaching English in Islamic Boarding School/pesantren",(curup:* unpublished STAIN Curup,2004), p 23.

[48] Robert.C. Bogdan, *Qualitative research for Educational: An introduction to Theory and Methods, (*USA: Alin and Bacon inc Boston London Sydney Toronto, 1982), p 145.

collected from the performance test or written test . Then, the data was collected was grouped based on indicators of coherence devices which were filled based on the scoring rubrics derived from the understanding of grammatical of several experts.

The data of this research was collected through distributing a test to the sample. After that, the researcher displayed the data in the distribution table. the data was tabulated by the statistical formula.

The statistical and the sequences of the data were explained based on previous study by Suawarno.[49] The used statistical formulas were mean, proportion, and interval making to describe the mean.

The percentage of the answer was found out by using this formula by Arikunto:[50]

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

Where :

P : percentage

F : frequency of responses for each category for statement

N : total Sample

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[49]Suawarno, *Prosedur Penelitian*. Yogyakarta: Rineka Cipta: Yogyakarta, 1993, p 134
[50]Suharsimi Arikunto., Op.Cit., p. 103/

CHAPTER IV

FINDINGS AND DISCUSSIONS

- **Findings**

  - **The parallel structure error made by students of English department of IAIN Curup**

    Based on the finding by giving test to students about parallel structure, students have the score which will be compare and related to parallel structure are consist of 25 items, they were following: Parallel Structure with Ideas Presented as Pairs, Using a coordination conjunction were 3, 4, 5, 13, 14. Using correlative conjunctions: either, not only, but also, etc were 6, 7, 8, 9, 24. Using a word introducing a comparison were 17, 19, 22, 23, 25. Parallel Structure in a Series or List for Adjective Noun and etc 1,2,10, 11,12. Structure with Verb Tenses were on 15, 16, 18, 20, 21.

Table 4.1

Parallel structure errors made by student

NO	Type of Parallel structure	Indicators	Number of student	Percentage
1	Parallel Structure with Ideas Presented as Pairs	• Using a coordination conjunction	166	67,74 %
		• Using correlative conjunctions: either, not only, but also, etc.	145	60,39 %
		• Using a word introducing a comparison	155	63,26%

2	Parallel Structure in a Series or List	• Adjective • Noun etc	70	28,55%
3	• Parallel Structure with Verb Tenses	• Parallel Structure with Verb Tenses	99	40,41%

Based on table above there are errors made by students at IAIN Curup:

• **Using a coordination conjunction**

In use coordinating conjunctions to indicate that the elements they join are equal in importance and in structure. Coordinating conjunctions join grammatically similar elements (two nouns, two verbs, two modifiers, two independent clauses): and, or, nor,so, but, for and yet. When a coordinating conjunction joins two %%independent clauses, a comma is used before the coordinating conjunction (unless the two independent clauses are very short).

One of the important parts of speech is Conjunction. Conjunction is known as a joining word. It acts as a bridge between two sentences and helps them to join together and complete the meaning of the sentence. A word that joins parts of sentences is known as conjunction. Coordinating conjunctions, also called coordinators or joiners, are conjunctions that join, or coordinate, two or more words, sentences, items or clauses of equal importance.

Students should keep in mind when two independent clauses are joined by a coordinating conjunction, a comma is also used with the coordinating conjunction, but if the two independent clauses are nicely balanced then we can remove the comma. coordinating conjunction (and) is used to seperate items in a list. We also

use a comma to seperate the items in the list with the help of a comma. As we know *and*, *but* are two important coordinating conjunction, but it is often questioned whether we can begin a sentence with *and* or *but*. Although it is considered to be incorrect to use *and*, *but* in the beginning of a sentence, but some authors use *and*, *but* consistently in the beginning of a sentence.

In using coordination there were some students had were error. It covered 3, 4, 5, 13, 14. In addition, some students error were following:

Table 4. 2

Using a coordination conjunction

No	Number of item	Number of student	Percentages
•	3	22	44,89%
•	4	39	79,57%
•	5	36	73,46%
•	13	36	73,46%
•	14	33	67,34%
Percentage of error in using a coordination conjunction			67,74%

From table above, in number 3 there were 22 students were error or 44,89%. In number 4 there were 39 students or 79,57%, for number 5 there were 36 students or 73,46% and number 13 there were 36 students or 73,46% and for number 14 there were 33 or 67,34%. For make cleared, it can be seen in diagram below:

Diagram 1

Using a coordination conjunction

• **Error in Using correlative conjunctions: either, not only, but also, etc**

   Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one sentence element to another. Correlative conjunctions include pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also.

   Correlative conjunctions are more similar to coordinating conjunctions than to subordinating conjunctions because the sentence fragments they connect are usually equal. Subordinating conjunctions connect independent clauses and dependent clauses, which have very different functions. Coordinating conjunctions and correlative conjunctions, on the other hand, connect words and phrases that carry equal weight in the sentence.

   As you know, a conjunction is a connector between different parts of a sentence, whether between two clauses, phrases, or words. Correlative conjunctions are conjunctions that work in pairs to show a relationship between two elements of equal importance. In other words, correlative conjunctions combine two relative parts of speech.

   Some students had error in using Correlative   conjunctions: either, not only, but also, etc were 6, 7, 8, 9, 24. Based on the finding the students were error following:

Table 4. 3

Error in Using Correlative conjunctions: either, not only, but also, etc

No	Number of item	Number of student	Percentages
•	6	24	48,97%
•	7	29	59,18%
•	8	24	48,97%
•	9	32	65,30%
•	24	36	79,57%
Percentage of error in using correlative conjunction			60,39%

From table above, in number 6 there were 24 students were error or 48,97%. In number 7 there were 29 students or 59,18%, for number 8 there were 24 students or 48,97%, for number 9 there were 32 students or 65,30% and for number 24 there were 36 or 79,57%. For make cleared, it can be seen in diagram below:

Diagram 2

Error in Using Correlative conjunctions: either, not only, but also, etc.

• **Using a word introducing a comparison**

Some students had error in using a word introducing a comparison were 17, 19, 22, 23, 25. Based on the finding the students were error following:

Table 4. 4

Error in using a word introducing a comparison

No	Number of item	Number of student	Percentages
•	17	32	65,30%
•	19	36	73,46%
•	22	31	63,26%
•	23	23	46,93%
•	25	33	67,34%
Percentage of error in using a word introducing a comparison			63,26%

From table above, in number 17 there were 32 students were error or 65,30%. In number 19 there were 36 students or 73,46%, for number 22 there were 31 students or 63,26%, for number 23 there were 23 students or 46,93% and number 25 there were 33 students or 67,34%. For make cleared, it can be seen in diagram below:

Diagram 3
Error in using a word introducing a comparison

• **Parallel Structure in a Series or List for Adjective Noun and etc.**

Some students had error in using Parallel Structure in a Series or List for Adjective Noun and etc 1,2,10, 11,12. Based on the finding the students were error following:

Table 4. 5

Error in using   a series or list

No	Number of item	Number of student	Percentages
•	1	29	59,18%
•	2	2	4,08%
•	10	7	14,28%
•	11	20	40,81%
•	12	12	24,48%
Percentage of error in using a series or list			28,55%

From table above, in number 1 there were 29 students were error or 59,18%. In number 2 there were 2 students or 4,08%, for number 10 there were 7 students or 14,28%, for number 11 there were 20 students or 40,81% and number 12 there were 12 students or 24,48%. For make cleared, it can be seen in diagram below:

Diagram 4

Error in Using a series or list

• **Structure with Verb Tenses**

Tense refers to a verb form which tells the time of a state or action in a sentence. We need to know the structure and use of the different verb tenses so that we can employ the appropriate form with regard to time and situation. A verb can be

considered as one of the most important parts of a sentence. You probably already know that a sentence must be composed of a subject and a predicate, so what makes a verb so important? Well, the verb is the main component of a predicate. Without it, there won't be a sentence, just a bunch of words with an incomplete thought. Simply defined, the verb is a part of speech which is used to demonstrate an **action** or a **state of being**.

Structure with Verb Tenses were on 15, 16, 18, 20, 21. Based on the finding the students were error following:

Table 4. 6

Structure with Verb Tenses

No	Number of item	Number of student	Percentages
•	15	16	32,65%
•	16	12	24,46%
•	18	31	63,36%
•	20	34	69,36%
•	21	6	12,24%
Percentage of error in using structure with verb tenses			40,41%

From table above, in number 15 there were 16 students were error or 23,65%. In number 16 there were 12 students or 24,46%, for number 18 there were 31 students or 63,36%, for number 20 there were 34 students or 69,36% and number 21 there were 6 students or 12,24%. For make cleared, it can be seen in diagram below:

Diagram 5

Error in Using Error in Structure with Verb Tenses

- **The dominant error made by students of English department of IAIN Curup**

Based on the comparison of finding based on the description above about the students' errors in using parallel structure. Parallel Structure with Ideas Presented as Pairs, Using a coordination conjunction were 3, 4, 5, 13, 14. Using correlative conjunctions: either, not only, but also, etc were 6, 7, 8, 9, 24. Using a word introducing a comparison were 17, 19, 22, 23, 25. Parallel Structure in a Series or List for Adjective Noun and etc 1,2,10, 11,12. Structure with Verb Tenses were on 15, 16, 18, 20, 21. All of then have different number for students' error. Then, the dominant error made by students of English department of IAIN Curup were bellow:

Table 4. 5

Dominant Error of Parallel Structure

NO	Type of Parallel structure	Indicators	Number	Percentage
1	Parallel Structure with Ideas Presented as Pairs	• Using a coordination conjunction	166	26,14%

			145	22,83%
		• Using correlative conjunctions: either, not only, but also, etc.		
		• Using a word introducing a comparison	155	24,40%
2	Parallel Structure in a Series or List	• Adjective • Noun etc	70	11,02%
3	• Parallel Structure with Verb Tenses	• Parallel Structure with Verb Tenses	99	15,59%
	Total		635	100%

From the table above, the first dominant error in using parallel stucture was Using a coordination conjunction there were 166 error or 26,14% on items number 3,4, 5, 13 and 14. The second dominant error in using parallel structure was Using a word introducing a comparison consist of 155 or 24,40% on items number 17,19,22,23, and 25. The third dominant error in using parallel structure was Using correlative conjunctions: either, not only, but also, etc, consist of 145 or 22,83% on items number 6,7, 8,9 and 24. The Forth dominant error in using parallel structure was Parallel Structure with Verb Tenses were 99 or 15,59% with number 15,16,18,20 and 21. The fifth dominant error in using parallel structure was Parallel Structure in a Series or List Adjective, Noun and etc were 70 or 11,02% with numbering 1,2,10,11 and 12. It can be seen on the diagram bellow:

Diagram 6

Dominant error made by students

• **Discussion**

- **The parallel structure made by students of students of English department of IAIN Curup**

Based on fnding In using coordination there were some students had were error. It covered 3, 4, 5, 13, 14. In number 3 there were 22 students were error or 44,89%. In number 4 there were 39 students or 79,57%, for number 5 there were 36 students or 73,46% and number 13 there were 36 students or 73,46% and for number 14 there were 33 or 67,34%.   Error in Using correlative conjunctions: either, not only, but also, etc**.** Some students had error in using Correlative conjunctions: either, not only, but also, etc were 6, 7, 8, 9, 24. in number 6 there were 24 students were error or 48,97%. In number 7 there were 29 students or 59,18%, for number 8 there were 24 students or 48,97%, for number 9 there were 32 students or 65,30% and number 24 there were 36 students or 79,57%.   **.** Some students had error in using a word introducing a comparison were 17, 19, 22, 23, 25. in number 17 there were 32 students were error or 65,30%. In number 19 there were 36 students or 73,46%, for number 22 there were 31 students or 63,26%, for number 23 there were 23 students or 46,93% and number 25 there were 33 students or 67,34%.   Some students had error in using Parallel Structure in a Series or List for Adjective Noun and etc 1,2,10, 11,12. in number 1 there were 29 students were error or 59,18%. In number 2 there were 2 students or 4,08%, for number 10 there were 7 students or 14,28%, for number 11 there were 20 students or 40,81% and number 12 there were 12 students or 24,48%. Structure with Verb Tenses were on 15, 16, 18, 20, 21. in number 15 there were 16 students were error or 32,48%. In number 16 there were 12 students or

24,46%, for number 18 there were 31 students or 63,36%, for number 20 there were 34 students or 69,36% and number 21 there were 6 students or 12,24%.

Based on theories there were There are three types of parallel structure. They are as follow: Parallel Structure with Ideas Presented as Pairs should remain the same in both pairs when connecting two independent clauses, an independent clause and phrase, and an independent clause and dependent clause. There are three ways to parallel them. Using a coordination conjunction (FANBOYS): For, And, Nor, But, Or, Yet, So. The example of correct parallel structure can be seen in this sentence: Tutors are finding(verb-ing). Using correlative conjunctions: either, not only, but also, etc. When connecting two ideas using either/or, neither/nor, not only/but also, both/and, and whether/or, the second part of the pair should have the same grammatical structure. Using a word introducing a comparison: Than. When using than, the items compared should be grammatically parallel. Then, Parallel Structure in a Series or List In a series or list, all of the items should keep the same grammatical form. When the writer wants to make a list and the first item in her/his list is a verb, the writer should make all of the following items as verb also. Next, Parallel Structure with Verb Tenses. The writer also has to make the parallel structure in verb tenses.

Based on theories and finding so the student had made error based on the type of error in parallel structure based theories. So the students had much mistake in writing parallel structure. It should be repaired in learning. Students should used correct parallel structure. Correct parallel structure is important because it makes a sentence

easier to read and understand. Correct parallel structure allows for sentences and paragraphs to flow more smoothly for the reader.

To fix an error in parallel structure, the writer must put all the words or phrases in a series in the same form. Here are some examples of errors in parallel structure and how these errors can be fixed.

Sometimes it can be unclear to a writer whether or not something in a sentence constitutes a series. Here are some ways one can identify a series and make sure parallel structure is used **correctly**. Series exist in sentences that use **coordinating conjunctions**. **Coordinating conjunctions** are words that connect words, phrases or clauses in sentences. The coordinating conjunctions are **for, and, or, but, nor, yet, so**. Here are some examples of sentences with coordinating conjunctions where parallel structure is used **correctly.**

Parallel structure must take place in sentence with correlative conjunctions. Correlative conjunctions are like coordinating conjunctions because they link words, phrases and clauses in a series. However, correlative conjunctions consist of two words paired together. Some common correlative conjunctions are: *not only... but also*, *neither/either... or*, *whether... or*, *as many as*. Here are some examples of sentences with correlative conjunctions where parallel structure is used **correctly.**

For example

Not only was she tired, **but** she was **also** sick to her stomach.
Neither snow **nor** rain can keep me from you.
I do not know **whether** the recipe calls for baking soda **or** baking powder.

There are **as many** desks **as** there are students.

- **The dominant error made by students of English department of IAIN Curup**

Based on the first dominant error in using parallel structure was Using a Using a coordination conjunction there were 166 error or 26,14% on items number 3,4, 5, 13 and 14. The second dominant error in using parallel structure was Using a word introducing a comparison consist of 155 or 24,40% on items number 17,19,22,23, and 25. The third dominant error in using parallel structure was Using correlative conjunctions: either, not only, but also, etc, consist of 145 or 22,83% on items number 6,7, 8,9 and 24. The Forth dominant error in using parallel structure was Parallel Structure with Verb Tenses were 99 or 15,59% with number 15,16,18,20 and 21. The fifth dominant error in using parallel structure was Parallel Structure in a Series or List Adjective, Noun and etc were 70 or 11,02% with numbering 1,2,10,11 and 12

CHAPTER V

CONCLUSION AND SUGGESTION

- **Conclusion**

  - **The parallel structure error made by students of English department of IAIN Curup**

    In using coordination there were some students had were error. It covered 3, 4, 5, 13, 14. In number 3 there were 22 students were error or 44,89%. In number 4 there were 39 students or 79,57%, for number 5 there were 36 students or 73,46% and number 13 there were 36 students or 73,46% and for number 14 there were 33 or 67,34%.   Error in Using correlative conjunctions: either, not only, but also, etc**.** Some students had error in using Correlative   conjunctions: either, not only, but also, etc were 6, 7, 8, 9, 24. in number 6 there were 24 students were error or 48,97%. In number 7 there were 29 students or 59,18%, for number 8 there were 24 students or 48,97%, for number 9 there were 32 students or 65,30% and number 24 there were 36 students or 79,57%. **.** Some students had error in using a word introducing a comparison were 17, 19, 22, 23, 25. in number 17 there were 32 students were error or 65,30%. In number 19 there were 36 students or 73,46%, for number 22 there were 31 students or 63,26%, for number 23 there were 23 students or 46,93% and number 25 there were 33 students or 67,34%.   Some students had error in using Parallel Structure in a Series or List for Adjective Noun and etc 1,2,10, 11,12. in number 1 there were 29 students were error or 59,18%. In number 2 there were 2 students or 4,08%, for number 10 there were 7 students or 14,28%, for number 11 there were 20 students or 40,81% and number 12 there were 12 students or 24,48%. Structure with Verb

46

Tenses were on 15, 16, 18, 20, 21. in number 15 there were 16 students were error or 32,48%. In number 16 there were 12 students or 24,46%, for number 18 there were 31 students or 63,36%, for number 20 there were 34 students or 69,36% and number 21 there were 6 students or 12,24%.

- **The dominant error made by students of English department of IAIN Curup**

  Using a coordination conjunction there were 166 error or 26,14% on items number 3,4, 5, 13 and 14. The second dominant error in using parallel structure was Using a word introducing a comparison consist of 155 or 24,40% on items number 17,19,22,23, and 25. The third dominant error in using parallel structure was Using correlative conjunctions: either, not only, but also, etc, consist of 145 or 22,83% on items number 6,7, 8,9 and 24. The Forth dominant error in using parallel structure was Parallel Structure with Verb Tenses were 99 or 15,59% with number 15,16,18,20 and 21. The fifth dominant error in using parallel structure was Parallel Structure in a Series or List Adjective, Noun and etc were 70 or 11,02% with numbering 1,2,10,11 and 12.

- **Suggestion**

  - For lecturer

    Lecturer should give more attention in teaching grammar aspect of the text mainly in parallel structure. So in the text have some aspect such as using parallel structure in writing.

  - For students

Students should study more about grammar especially parallel structure study about when they will use true grammatical in writing especially using good structure and students should increase the mastery because the debility of students writing element is grammar or parallel structure using.

- Other researchers

It is suggested to other researchers can continue the other researchers on an problem of students' in parallel structure'

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APPENDIX

Table Tabulation

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	-	✓	-	-	-	-	-	-	-	✓	✓	-	-	-	-	-	✓	-	-	-	✓	✓	-	✓	-
2	✓	✓	✓	-	-	✓	-	✓	-	✓	✓	✓	-	✓	✓	✓	✓	-	-	-	✓	-	✓	-	-
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4	-	✓	-	-	-	✓	-	-	-	✓	✓	✓	✓	-	✓	✓	-	✓	-	-	✓	-	✓	✓	-
5	✓	✓	✓	-	✓	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	-	✓	✓	-	✓	✓	✓	✓	-
6	-	✓	-	-	✓	✓	-	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	✓	-	✓	-	✓	✓	-
7	✓	✓	✓	-	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓	-	✓	✓	-	✓	✓	✓	-	-
8	✓	✓	✓	✓	-	✓	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	-	✓	✓	-	✓	✓	✓	-	-	-	✓	-	-	✓	✓	-	✓	-	✓	✓	✓	-	✓	-	-
10	-	✓	✓	-	-	-	✓	-	-	✓	-	✓	-	-	-	✓	-	✓	-	-	-	-	✓	-	-
11	✓	✓	✓	✓	-	-	-	-	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓
12	-	✓	-	-	✓	✓	✓	✓	-	✓	-	-	-	-	-	-	-	-	-	-	✓	-	✓	✓	-
13	-	-	✓	-	✓	-	✓	✓	-	✓	-	-	-	✓	✓	-	-	-	✓	-	-	-	-	-	✓
14	✓	✓	-	-	✓	✓	-	-	-	✓	✓	-	-	✓	✓	✓	-	✓	-	-	✓	✓	✓	✓	-
15	-	-	-	-	✓	✓	-	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	✓	-	✓	-	-
16	-	✓	✓	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	-	✓	-	-	-	✓
17	-	✓	✓	-	-	✓	✓	✓	-	✓	✓	-	✓	-	-	✓	-	✓	-	-	✓	-	✓	✓	✓
18	✓	✓	✓	-	✓	-	-	-	-	✓	✓	-	-	✓	-	✓	-	✓	-	-	✓	-	-	-	-
19	-	✓	✓	-	✓	✓	✓	-	-	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	✓	✓	-	-	✓	-
20	✓	✓	✓	✓	-	✓	-	✓	-	✓	-	✓	-	✓	✓	✓	✓	-	-	-	✓	-	-	-	-
21	-	✓	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	-	✓	-	-	-	-	✓	-	-	-	✓
22	-	✓	✓	✓	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	✓	-	-
23	-	✓	-	-	-	✓	✓	✓	-	✓	-	✓	-	-	✓	✓	-	✓	-	-	✓	-	✓	✓	-
24	-	✓	✓	-	-	✓	✓	✓	-	-	-	-	-	-	✓	✓	-	-	-	-	-	-	-	-	-
25	✓	✓	-	-	✓	-	-	-	-	✓	✓	-	-	-	-	-	-	-	-	-	✓	-	-	-	✓
2	✓	✓	✓	-	-	-	✓	✓	-	-	-	✓	-	-	✓	✓	✓	-	-	-	✓	-	-	-	✓

6																										
27	✓	✓	✓	-	-	-	-	-	-	✓	✓	✓	-	-	-	✓	✓	-	-	-	-	-	-	✓	-	-
28	-	✓	-	✓	-	-	-	✓	✓	-	✓	✓	-	-	✓	✓	-	-	-	-	✓	-	✓	-	✓	
29	✓	✓	-	-	✓	✓	✓	-	-	✓	✓	✓	-	-	✓	✓	-	-	-	-	✓	-	✓	-	-	
30	-	✓	-	-		✓	-	✓	-	✓	✓	✓	-	-	✓	✓	-	-	-	-	✓	-	-	-	-	
31	-	✓	-	✓	-	-	-	-	✓	✓	✓	✓	-	✓	✓	✓	-	-	✓	✓	✓	-	-	-	✓	
32	-	✓	-	-	-	-	-	-	✓	✓	✓	✓	-	-	-	✓	-	-	-	-	✓	-	-	✓	-	
33	-	✓	-	-	-	-	-	-	✓	-	✓	-	-	-	-	-	-	-	-	-	-	✓	-	-	-	
34	-	✓	✓	-	✓	✓	✓	✓	-	✓	✓	✓	-	-	-	✓	-	✓	✓	-	✓	✓	✓	-	-	
35	-	✓	-	-	-	-	✓	-	✓	✓	✓	✓	-	-	-	-	✓	✓	-	✓	✓	✓	✓	-	-	
36	-	✓	✓	✓	-	✓	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	-	-	-	
37	-	✓	✓	-	-	✓	-	✓	-	✓	✓	✓	-	-	-	✓	✓	-	-	-	✓	✓	✓	✓	-	✓
38	✓	✓	-	-	✓	✓	✓	✓	-	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	✓	✓	-	-	-	
39	✓	✓	✓	✓	-	✓	-	-	✓	✓	✓	✓	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓	-	✓	
40	✓	✓	✓	-	-	-	✓	✓	-	✓	✓	-	✓	-	-	✓	✓	-	-	-	✓	-	-	✓	-	
41	-	✓	-	-	-	-	-	-	✓	✓	✓	-	✓	-	-	✓	-	-	-	✓	✓	-	✓	-	✓	
42	-	✓	✓	-	-	-	-	✓	✓	✓	✓	✓	-	-	✓	✓	-	-	-	-	✓	-	-	-	-	
43	✓	✓	-	-	-	-	-	-	✓	✓	-	✓	-	-	✓	✓	-	-	-	✓	✓	-	-	-	✓	
44	✓	✓	✓	-	-	✓	-	-	✓	✓	✓	✓	-	-	✓	✓	✓	-	-	-	✓	✓	-	-	✓	
45	✓	✓	✓	-	-	-	-	✓	✓	✓	✓	-	✓	-	-	✓	✓	✓	✓	-	✓	✓	✓	✓	-	-
46	-	✓	-	-	-	✓	-	✓	-	-	✓	✓	-	-	✓	✓	✓	-	-	✓	✓	✓	-	-	-	
47	✓	✓	-	-	-	-	-	-	✓	✓	✓	-	-	-	-	-	-	-	-	✓	-	-	-	-	✓	
48	-	✓	-	-	-	✓	✓	-	-	✓	✓	✓	-	-	-	✓	-	-	-	-	✓	✓	✓	-	-	
4	✓	✓	✓	✓	-	-	-	-	-	✓	✓	✓	-	-	✓	-	✓	-	-	-	✓	✓	-	✓	-	

Table1
Students' Score in parallel structure test.

No	Students	Score
1.	Student 1	28
2.	Student 2	56
3.	Student 3	56
4.	Student 4	48
5.	Student 5	76
6.	Student 6	64
7.	Student 7	60
8.	Student 8	84
9.	Student 9	52
10	Student 10	32
11.	Student 11	76
12.	Student 12	36
13.	Student 13	36
14.	Student 14	56
15.	Student 15	56
16.	Student 16	56
17.	Student 17	56
18.	Student 18	36

19.	Student 19	56
20.	Student 20	52
21.	Student 21	40
22.	Student 22	60
23.	Student 23	48
24.	Student 24	28
25.	Student 25	28
26.	Student 26	44
27.	Student 27	36
28.	Student 28	44
29.	Student 29	48
30.	Student 30	36
31.	Student 31	52
32.	Student 32	32
33.	Student 33	16
34.	Student 34	60
35.	Student 35	44
36.	Student 36	60
37.	Student 37	56
38.	Student 38	68
39.	Student 39	76
40.	Student 40	48
41.	Student 41	40

42.	Student 42	40
43.	Student 43	40
44.	Student 44	56
45.	Student 45	64
46.	Student 46	44
47.	Student 47	28
48.	Student 48	40
49	Student 49	48

Table 2

Student Error in Using a coordination conjunction

No	Students	Using a Coordination conjunction
1.	Student 1	√
2.	Student 4	√
3.	Student 6	√
4.	Student 12	√
5.	Student 14	√
6.	Student 15	√
7.	Student 21	√
8.	Student 25	√
9.	Student 28	√
10	Student 29	√
11.	Student 30	√
12.	Student 31	√
13.	Student 32	√
14.	Student 33	√
15.	Student 35	√
16.	Student 38	√
17.	Student 41	√
18.	Student 43	√
19.	Student 46	√
20.	Student 47	√

21.	Student 48	√
22.	Student 1	√
23.	Student 2	√
24.	Student 3	√
25.	Student 4	√
26.	Student 5	√
27.	Student 6	√
28.	Student 7	√
29.	Student 9	√
30.	Student 10	√
31.	Student 12	√
32.	Student 13	√
33.	Student 14	√
34.	Student 15	√
35.	Student 16	√
36.	Student 17	√
37.	Student 18	√
38.	Student 19	√
39.	Student 23	√
40.	Student 24	√
41.	Student 25	√
42.	Student 26	√
43.	Student 27	√

44.	Student 29	√
45.	Student 30	√
46.	Student 31	√
47.	Student 32	√
48.	Student 48	√
49	Student 33	√
50	Student 34	√
51	Student 40	√
52	Student 41	√
53	Student42	√
54	Student 43	√
55	Student 44	√
56	Student 45	√
57	Student 46	√
58	Student 48	√

Table 3

Student Error in Using Correlative conjunctions

No	Students	Error in Using correlative conjunctions: either, not only, but also, etc.
1.	Student 1	√
2.	Student 3	√

3.	Student 7	√
4.	Student 10	√
5.	Student 11	√
6.	Student 13	√
7.	Student 18	√
8.	Student 21	√
9.	Student 22	√
10	Student 25	√
11.	Student 26	√
12.	Student 27	√
13.	Student 28	√
14.	Student 31	√
15.	Student 32	√
16.	Student 33	√
17.	Student 35	√
18.	Student 40	√
19.	Student 41	√
20.	Student 42	√
21.	Student 43	√
22.	Student 45	√
23.	Student 47	√
24.	Student 49	√
25.	Student 2	√

26.	Student 4	√
27.	Student 6	√
28.	Student 7	√
29.	Student 8	√
30.	Student 14	√
31.	Student 20	√
32.	Student 4	√
33.	Student 8	√
34.	Student 9	√
35.	Student 12	√
36.	Student 24	√
37.	Student 49	√

Table 4

Student Error in Using a word introducing a comparison

No	Students	Error in Using a word introducing a comparison
1.	Student 3	√
2.	Student 4	√
3.	Student 5	√
4.	Student 6	√
5.	Student 7	√
6.	Student 10	√

7.	Student 12	√
8.	Student 13	√
9.	Student 14	√
10	Student 17	√
11.	Student 18	√
12.	Student 19	√
13.	Student 23	√
14.	Student 24	√
15.	Student 25	√
16.	Student 28	√
17.	Student 29	√
18.	Student 30	√
19.	Student 31	√
20.	Student 32	√
21.	Student 33	√
22.	Student 34	√
23.	Student 37	√
24.	Student 38	√
25.	Student 39	√
26.	Student 41	√
27.	Student 42	√
28.	Student 43	√
29.	Student 44	√

No	Students	
30.	Student 47	√
31.	Student 48	√
32.	Student 1	√
33.	Student 2	√
34.	Student 9	√
35.	Student 8	√
36.	Student 11	√
37.	Student 20	√
38	Student 9	√
39	Student 27	√
40	Student 35	√
41	Student 36	√

Table 5

Student Error in Using a Series or List

No	Students	Error Parallel Structure in a Series or List for Adjective Noun and etc on
1.	Student 1	√
2.	Student 3	√
3.	Student 4	√
4.	Student 6	√

5.	Student 9	√
6.	Student 10	√
7.	Student 12	√
8.	Student 13	√
9.	Student 15	√
10	Student 16	√
11.	Student 17	√
12.	Student 19	√
13.	Student 21	√
14.	Student 22	√
15.	Student 23	√
16.	Student 24	√
17.	Student 28	√
18.	Student 30	√
19.	Student 31	√
20.	Student 32	√
21.	Student 33	√
22.	Student 34	√
23.	Student 35	√
24.	Student 36	√
25.	Student 39	√
26.	Student 37	√
27.	Student 41	√

No	Students	Error in using Structure
28.	Student 42	√
29.	Student 46	√
30.	Student 48	√
31.	Student 14	√
32.	Student 5	√
33.	Student 26	√
34.	Student 45	√
35.	Student 8	√
36.	Student 11	√
37.	Student 40	√

Table 6

Student Error in Using Structure with Verb Tenses

No	Students	Error in using Structure with Verb Tenses
1.	Student 1	√
2.	Student 10	√
3.	Student 11	√
4.	Student 17	√
5.	Student 18	√
6.	Student 21	√
7.	Student 25	√
8.	Student 27	√
9.	Student 32	√

10	Student 33	√
11.	Student 34	√
12.	Student 35	√
13.	Student 40	√
14.	Student 41	√
15.	Student 47	√
16.	Student 48	√
17.	Student 2	√
18.	Student 9	√
19.	Student 12	√
20.	Student 13	√
21.	Student 16	√
22.	Student 19	√
23.	Student 25	√
24.	Student 33	√
25.	Student 35	√
26.	Student 47	√
27.	Student 49	√
28.	Student 2	√
29.	Student 9	√
30.	Student 12	√
31.	Student 15	√
32.	Student 19	√

33.	Student 20	√
34.	Student 24	√
35.	Student 26	√
36.	Student 28	√
37.	Student 29	√
38	Student 30	√
39	Student 36	√
40	Student 37	√
41	Student 42	√
42	Student 43	√
43	Student 44	√
44	Student 45	√

THE MEMBERS OF SAMPLE

PBI A	PBI B	PBI C	Non-Reguler
1. Siti Nurhidayah 2. Febria Andisa Utami 3. Rani Maryana 4. Putri Wahyuni 5. Huriyatul Najmi 6. Novitasari 7. Indri Febriana 8. Mediyansa Dwi Saputra 9. Mardiah Astuti 10. Nadia Octesa Delova 11. Nurfal Asyura 12. Vuspita Deska Sari 13. Petty Andespa 14. Cyntia Puspita	1. Nurlaili 2. Ririn Anggraini 3. Fitri Jayanti 4. Anggini Lestari 5. Kadek Agus Dharmawan 6. Sinta Mayasari 7. Tesia Marlenda 8. Tri Rahayu Mulyaningsih 9. Seri Sartika 10. Ana Zulaiha 11. Listi Diana 12. Riken Daud Darmansyah 13. Kartika Maryani 14. Indah Sri Rezeki 15. Rully Putri Ramadhani	1. Ayu Kastina 2. Eka Wahyuni 3. Riska Andini 4. Sentia Dewi 5. Yona Yolanda 6. Septia Arsita 7. Dian Febrianti 8. Wisnu Budiman 9. Rina Maryam 10. Liza Naviri 11. Meksike Mayaki 12. Anditya Pratama	1. Ahmad Mahyudi 2. Meylisa 3. Wulandari Afriani 4. Deta Wika Sari 5. Zainuri 6. Supriadi 7. Tri Mono 8. Selvi Kurniawati
Jumlah : 14 Responden	Jumlah : 15 Responden	Jumlah : 12 Responden	Jumlah : 8 Responden

Jumlah mahasiswa : 49 Orang
Total sample nya adalah : 49 responden

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	15/8 2018	Judul chapter I, etc	*(sig)*	Muf.
2	23/8 2018	chapter II theoris	*(sig)*	Muf.
3	10/9 2018	Chapter II and chapter III	*(sig)*	Muf.
4	4/10 2018	Chapter III Instrument	*(sig)*	Muf.
5	16/10 2018	Lanjut penelitian	*(sig)*	Muf.
6	30/10 2018	finding	*(sig)*	Muf.
7	12/11 2018	Revise finding and discussion	*(sig)*	Muf.
8	16/12 2018	finding, Discussion, conclusion, Abstrak	*(sig)*	Muf.

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	6/4 2018	Chapter I theories and Research Question	*(sig)*	Muf.
2	24/8 2018	Perbaikan cara Penulisan bnaf bab III	*(sig)*	Muf.
3	3/9 2018	Perbaikan bab III	*(sig)*	Muf.
4	5/10 2018	Membuat Instrument	*(sig)*	Muf.
5	19/10 2018	Langue Penelitian	*(sig)*	Muf.
6	26/11 2018	Revise finding	*(sig)*	Muf.
7	12/11 2018	Revise finding and discussion	*(sig)*	Muf.
8	16/12 2018	Conclusion and abstract and Acc	*(sig)*	Muf.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Meisike Mayaki
NIM : wisios
FAKULTAS/ JURUSAN : Tarbiyah / TBI
PEMBIMBING I : Sakut Anshori, S.Pd.I., M.Hum
PEMBIMBING II : Hanny Septia Utami , M.Pd
JUDUL SKRIPSI : Parallel Structure Errors Made by Students

....
....
....

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 untuk 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Meisike Mayaki
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PEMBIMBING I : Sakut Anshori, S.Pd.I , M.Hum
PEMBIMBING II : Hanny Septia Utami, M.Pd.
JUDUL SKRIPSI : Parallel Structure Errors Made By Students

....
....
....

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,   Pembimbing II,

Sakut Anshori, S.Pd.I, M.Hum   Hanny Septia Utami, M.Pd.
NIP. 198102020060041002   NIP. 17102016

Nomor : 1701 /In.34/PP.00.9/10/2018   26 Oktober 2018
Lampiran : Proposal Dan Instrumen
: Rekomendasi Izin Penelitian

Kepada Yth.
Ka. Prodi PBI IAIN Curup

Di -
     Tempat

Assalamu'alaikum Wr.Wb.

     Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri (IAIN) Curup:

Nama	:	Meksike Mayaki
NIM	:	14551018
Jurusan/Prodi	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	An Analysis Of Parallel Structure Errors Of Sentences In Students' Writing Argumentative Essay.
Waktu Penelitian	:	26 Oktober s.d 26 Januari 2019
Tempat Penelitian	:	Prodi PBI IAIN Curup Kabupaten Rejang Lebong

     Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

     Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n. Rektor
Kabiro AUAK,

Muhammad Abdu, S.Pd.I., MM
NIP. 19690810 199503 1 002

KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : 927 /In 34/PP.00.9/07/2018
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Menimbang	a	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
	2.	Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
	3	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	4.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	Sakut Anshori, M. Hum
	2.	Henny Septia Utami, M.Pd

19811020 200604 1 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

NAMA : **Meksike Mayaki**
NIM : **14551018**
JUDUL SKRIPSI : **An Analysis Of Parallel Structure Errors Of Sentences In Students Writing Argumentative Essay.**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 19 Juli 2018
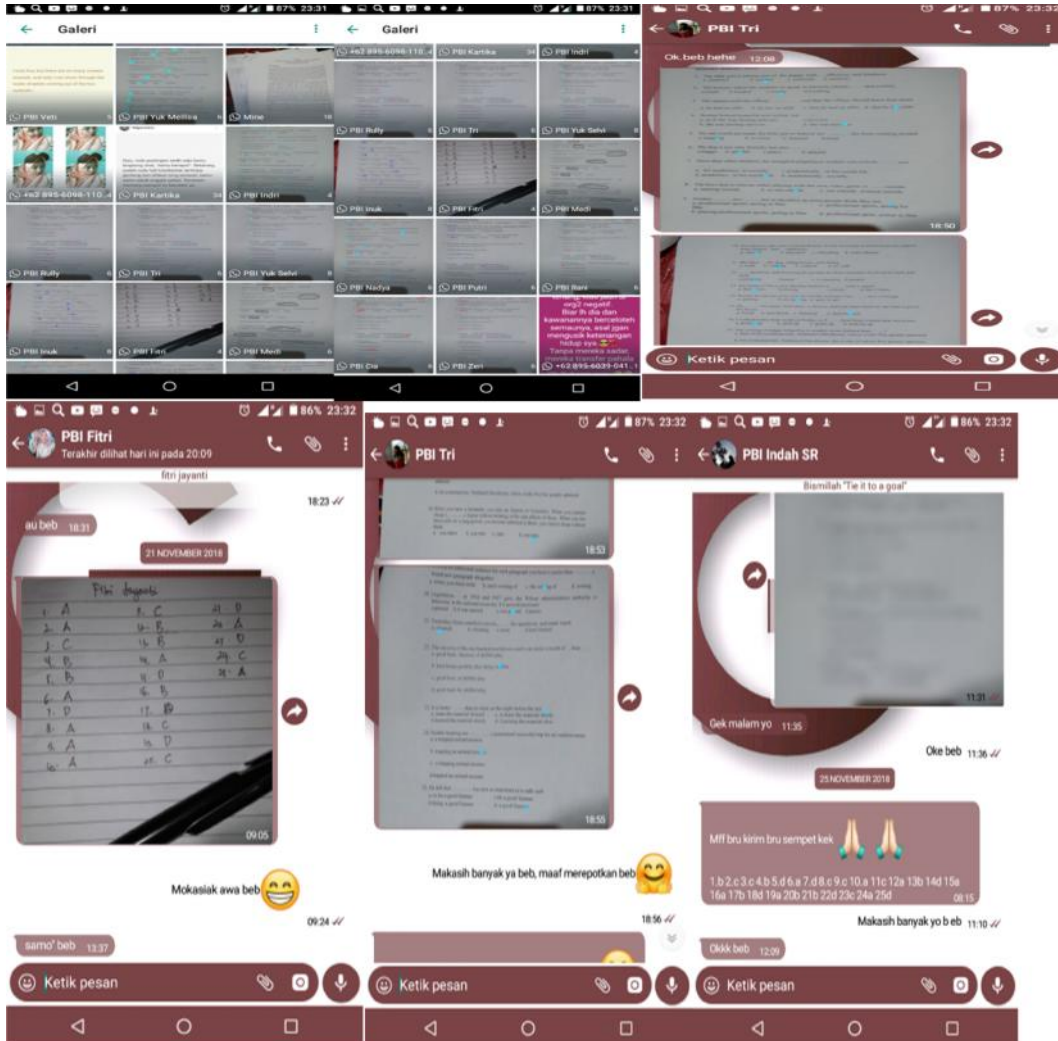a.n. Rektor IAIN Curup
Plt. Wakil Rektor I,

Hendra Harmi

Tembusan :
1 Pembimbing I dan II;
2 Bendahara IAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan IAIN;
5 Mahasiswa yang bersangkutan,
6 Arsip/Jurusan Tarbiyah

DOCUMENTATION

The researcher's name is Meksike Mayaki. She was born in Tapus on 10 january 1996. She is a daughter from best couple Alm Mr. Jumadi & Mrs. Desi, She has old sister Jeni Vera Nasution, S.Kom.I and young sister Ririn Tri Domela. She finished her elementary school at SDN 08 Topos, continued to junior high school at SMPN 01 Topos then continued to senior high school at SMAN 01 Topos. For the next education program, she decided entering institute college for Islamic studies (IAIN) Curup and selected English Study Program As her Department program and she was graduated in 2018 Alhamdulillah, all of her education was passed very well.