

**An Error Analysis on the Use of Parallelism Made by Second Semester
Students of English Education Department of Teacher Training and
Education Faculty of Sebelas Maret University in the Academic Year of
2015/2016**

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The objectives of this research are to (1) find out the errors on the use of parallelism made by the students and (2) to describe the frequency distribution of those errors.. The study was conducted in May 2016 at English Education Department of Teacher Training and Education Faculty of Sebelas Maret University. The population is all of its second semester students, while the sample group is 15 students of class A1 which is taken by cluster random sampling technique. The researcher uses descriptive research method. The instruments in collecting the data test. The data are analyzed by using error analysis procedure which consists of: collecting the data, identifying errors from the students' work, describing and classifying the errors based on the errors types, evaluating errors. The result of the study shows that the errors made by the students on the use of parallelism based on surface category taxonomy fall into the category of omission error, addition error, misformation error, and misordering error. The writer found 310 total errors consisting of 71 omission errors or 23% of total errors, 156 misformation errors or 50% of total errors, 66 addition errors or 21.5% of total errors, and 17 misordering errors or 5.5% of total errors. Missformation error is the most frequent errors made by the students. It is followed by omission error, addition error, and the last is misordering error.

Key words: *error analysis, surface strategy taxonomy, parallelism*

Tujuan dari penelitian ini adalah (1) untuk menemukan kesalahan yang dibuat oleh mahasiswa dalam penggunaan strktur parallel dan (2) untuk mendeskripsikan frekuensi distribusi kesalahan tersebut.. Penelitian ini diadakan pada Mei 2016 di Program Studi Pendidikan Bahasa Inggris FKIP UNS. Populasinya adalah semua mahasiswa semester dua, sedangkan sampelnnya adalah 15 mahasiswa kelas A1 yang ditentukan dengan tehnik cluster random sampling. Peneliti menggunakan metode penelitian deskriptif. Instrumen yang digunakan untuk mengumpulkan data adalah tes. Tehnik yang digunakan untuk menganalisa data dalam penelitian ini adalah prosedur analisis kesalahan yang terdiri dari: pengumpulan data, pengidentifikasian kesalahan, pendeskripsian dan klasifikasi data berdasar tipe kesalahan dan evaluasi kesalahan. Hasil penelitian ini menunjukkan bahwa kesalahan yang dibuat mahasiswa dalam penggunaan struktur parallel berdasarkan strategi klasifikasi permukaan terbagi dalam kategori kesalahan penghilangan, kesalahan penambahan, kesalahan bentuk dan kesalahan urutan. Total kesalahan yang ditemukan adalah 310 terdiri dari 71 kesalahan penghilangan atau 23% dari total kesalahan, 156 kesalahan bentuk atau 50% dari total kesalahan, 66 kesalahan penambahan atau 21.5% dari total kesalahan dan 17 kesalahan urutan atau 5.5% dari total kesalahan. Kesalahan bentuk adalah kesalahan dengan frekwensi tertinggi, diikuti oleh kesalahan penghapusan, kesalahan penambahan dan kesalahan urutan.

commit to user
Key words: *Analisis Kesalahan, Klasifikasi Strategi Permukaan, Struktur Paralel*

The importance of English is undeniable anymore. Therefore, mastering English is a must for all people, including the students. For those who were born as native in English there will almost be no difficulties in mastering it. What about the people who were born as native for other languages? Of course they have different luck. As English is not their first language, they will face difficulties to master it. English will become their second or even third language to learn. Acquiring second language is not an easy thing to do. People already have a system of their first language which is different from other language system. It could be the different structure of the language, the different culture that influences the language use or even the different letter since there are many languages do not use alphabet and use their own lettering system. This gives impacts to the process of acquiring the second language. Therefore, there will be errors and mistakes that they will make in performing their English even after they finish their study of English.

Errors can happen in every part of a language, including in structure of a language. One of the parts in English's structure is parallelism. Parallelism means that two or more words or constructions stand in an identical grammatical relationship to the same thing (Kane, 2000: 170). The simple example of parallelism comes along in old famous phrase by Roman dictator, Gaius Julius Caesar: "*I came, I saw, I conquered*" (English translation from "*Veni, Vidi, Vici*"). The phrase consists of three verbs which are consistent in the form of past tense. Meanwhile, faulty parallelism occurs when different grammatical structures are used coordinately for the same grammatical function (Frank 1972: 209). The use of parallelism is important in many aspects of using English. Frank (1972: 211) states that an awareness of parallelism is important not only for the negative purpose of eliminating errors but for the positive purpose of lining up related ideas in similar grammatical form. Furthermore, the parallel structures help the reader or listener to see the relationship between the many complexities of thought that are being expressed. Moreover, parallelism often makes a statement more eloquent because of the rhythmic repetition of the grammatical structures. The more parallel a sentence is, the more esthetically pleasing it often is. For this reason, balanced sentences, that is, sentences that are completely parallel, are more memorable than are other types of sentences.

Based on the background study, the objectives of the study are (1) to find out the errors on the use of parallelism made by second semester students of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University in the academic year of 2012/ 2013.

Error Analysis

In learning a language, it cannot be denied that learners make errors. Errors can occur in both comprehension and production (Ellis, 1994: 47). This might be caused by the process of acquiring second language. The different system between their first language and the second language they are learning also takes a role for the learners to make errors.

Brown (2000: 218) states that the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating of the learner, led to a surge of a study of learners called errors analysis. Furthermore, Ellis (1997) defines error analysis as a procedure involving collecting sample of the learner's language identifying the errors in the sample, describing these errors, explaining them, and evaluating their seriousness.

The Difference between Error and Mistake

People sometimes find it not easy to identify which is error and which is mistake. This might lead to biased definitions that will affect to resolving the problems. That is why it is important to distinguish between error and mistake.

Littlewood (1998: 24) states that errors are the product of learning. Corder (1984: 19) elaborates errors as the result of interference in the learning of a second language from the habit of the first language. Furthermore, Ellis (1994: 51) states that errors are deviation from the norms of the target language. In line with Ellis, Brown (2000: 217) defines error as a noticeable deviation from the adult grammar of native speaker which reflects the competence of the learner. It can be concluded that error is a noticeable deviation from the norms of the target language as the result of interference in the learning of a second language from habit of the first language.

Mistakes refer to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 2000:217). Furthermore, mistake reflects occasional lapses in performance, they occur because, in particular instance, the learner is unable to perform what he or she knows (Ellis, 1997: 17). Those temporary lapses of memory, confusion, slip of tongue, and so on cause mistakes. Therefore, when committing mistakes, the speaker is normally capable of recognizing and correcting them (Huber, 1983: 184). It can be concluded that mistakes is either random or a slip of the tongue that reflects occasional lapses in performance.

Parallelism

Sometimes when in need to express a number of similar ideas, shall we write many consecutive sentences of the same pattern? That will take more times and spend more spaces in our writing. We need to arrange the sentences to be more effective. Therefore, we need to arrange them into parallel structure. If two or more ideas are parallel, they are easier to grasp when expressed in parallel grammatical form (Hacker and Sommers, 2011: 111).

According to Kane (2000: 170), parallelism means that two or more words or constructions stand in an identical grammatical relationship to the same thing. He adds that parallel constructions are subject to a strict rule of style: they must be in the same grammatical form. Parallelism occurs in all types of sentences as a way of organizing minor constructions (Kane, 2000: 171). Meanwhile, when a sentence is found not parallel, it is a faulty parallelism. Frank (1972: 209) says that faulty parallelism occurs when different grammatical structures are used coordinately for the same grammatical function.

RESEARCH METHODS

This research is conducted in English Education Department of teacher Training and Education Faculty of Sebelas Maret University that is located in Jl. Ir. Sutami No. 36A Surakarta. The population is the entire second semester students in the academic year of 2015/ 2016 which consist of four classes, while the sample is 15 students of class A1. The sampling technique is cluster random sampling. The research is held in May 2016.

The research method uses in this research is descriptive qualitative research method. In this descriptive qualitative research, the writer conducted an error analysis. Brown (2000: 218) states that the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating of the learner, led to a surge of a study of learners called errors analysis. Furthermore, Ellis (1997) defines error analysis as a procedure involving collecting sample of the learner's language identifying the errors in the sample, describing these errors, explaining them, and evaluating their seriousness.

In this research, the writer uses test to collect the data.. Test is used to collect the data of the students' errors on the use of parallelism. The test which is conducted by the writer is to measure the students' ability and errors in parallelism. It is limited on the following types of parallelism: parallelism in series, parallelism with coordinating conjunctions, parallelism with correlative conjunctions, and parallelism in comparison.

In analyzing the data, the writer uses error analysis procedure which consists of: collecting the data, identifying errors from the students' work, describing and classifying the errors based on the errors types, evaluating errors. He uses Surface Strategy Taxonomy to classify the errors made by students on the use of parallelism.

The writer then describes the frequency distribution of the errors made by the students. The frequency is presented in tables based on each kind of errors. The writer also describes the frequency distribution of error based on the types of parallelism.

THE RESEARCH FINDINGS

Description of the Study

Based on the research done in May 2016 in English Education Department of Teacher Training and Education Faculty of Sebelas Maret University, the writer got the data needed to be analyzed. The writer used the second semester students consisting of five classes as the population. As the sample, the writer took A1 class consisting of 15 students taken by cluster random sampling technique.

The data were collected from the sample by using a test. The test was in the form of completing, revising and combining sentences consisting of 40 items. After the students did the test, the writer analyzed the data using technique as stated in technique of analyzing data in chapter III, the procedure used by the writer after collecting the data are identifying the errors, classifying the errors, describing errors and calculating the percentages of every type of errors.

Discussion

The data analyzed using Surface Strategy Taxonomy. The analysis is meant to classify the errors that have been found by the writer based on the types of error. The types of error based on Surface Strategy Taxonomy are omission error, addition, misformation and misordering.

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Any morpheme or word in a sentence is potential candidate for omission. There can be content morpheme or grammatical morpheme. Content morphemes include nouns, verbs, adjectives, and adverbs. While grammatical morphemes include noun and verb inflections, articles, verb auxiliaries, and prepositions. Some types of morphemes are omitted more than others.

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance, or it can be simply said that addition errors are the opposite of omissions.

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Meanwhile, Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

There were four types of errors made by the students on the use of parallelism. They are omission errors, addition errors, misformation errors, and misordering errors. The numbers of omission errors are 71 (23%). The kinds of omission errors are omission of word (8.47%), omission of preposition (5.54%), omission of conjunction (4.89%), omission of article (2.28%), and omission of pronoun (0.33%). The number of addition errors is 66 (21.5%). Addition errors consist of addition of pronoun (6.48%), addition of conjunction (4.21%), addition of punctuation (3.56%), addition of word (3.24%), addition of to be (2.59%), addition of phrase (2.27%), and addition of preposition (0.65%). The numbers of misformation errors are 156 (50%). The kinds of errors in misformation are misformation of word (22%), errors in misformation of clause (8.97%), errors in misformation of phrase (7.69%), errors in misformation of tense (5.77%), errors in misformation of conjunction (4%), misformation of to be (1.28%), and the last is errors in misformation of article (1%). While the number of misordering errors are 17 (5.5%).

The distribution of the errors in each category and in every type of errors and also percentage is presented in the following tables.

Table 4.2 The Percentage of Each Type of Errors

No.	Types of Errors	Category of Errors	e	Percentage (%)
1.	Addition	a series	8	23%
		coordinate conjunctions	14	
		correlative conjunctions	25	
		comparison	24	
2.	Omission	a series	9	21.5%
		coordinate conjunctions	20	
		correlative conjunctions	14	

		comparison	23	
3.	Misformation	a series	34	50%
		coordinate conjunctions	64	
		correlative conjunctions	25	
		comparison	33	
4.	Misordering	a series	3	5.5%
		coordinate conjunctions	1	
		correlative conjunctions	12	
		comparison	1	
Total			310	100%

The table above shows that misformation errors have the highest percentage (50%). Then is followed by addition errors (23%), omission errors (21.5%) and the last is misordering errors (5.5%).

The distribution and percentage of each category are presented below:

Table 4.3 The Percentage of Addition Errors

No.	Types of Errors	Category of Errors	e	Percentage (%)
1.	Addition of Word	a series	-	3.24%
		coordinate conjunctions	7	
		correlative conjunctions	-	
		comparison	3	
2.	Addition of Conjunction	a series	-	4.21%
		coordinate conjunctions	-	
		correlative conjunctions	1	
		comparison	12	
3.	Addition of Pronoun	a series	7	6.48%
		coordinate conjunctions	-	
		correlative conjunctions	4	
		comparison	9	
4.	Addition of To Be	a series	1	2.59%

		coordinate conjunctions	-	
		correlative conjunctions	7	
		comparison	-	
5.	Addition of Phrase	a series	-	2.27%
		coordinate conjunctions	7	
		correlative conjunctions	-	
		comparison	-	
6.	Addition of Punctuation	a series	-	3.56%
		coordinate conjunctions	-	
		correlative conjunctions	11	
		comparison	-	
7.	Addition of Preposition	a series	-	0.65%
		coordinate conjunctions	-	
		correlative conjunctions	2	
		comparison	-	
Total			71	23%

The table above shows that errors in addition of Pronoun have the highest percentage (6.48%). Then is followed by errors in addition of conjunction (4.21%), errors in addition of punctuation (3.56%), errors in addition of word (3.24%), errors in addition of to be (2.59%), errors in addition of phrase (2.27%), and the last is errors in addition of preposition (0.65%).

Table 4.4 The Percentage of Omission Errors

No.	Types of Errors	Category of Errors	e	Percentage (%)
1	Omission of Word	a series	3	8.47%
		coordinate conjunctions	12	
		correlative conjunctions	5	
		comparison	6	
2.	Omission of Conjunction	a series	2	4.89%
		coordinate conjunctions	7	
		correlative conjunctions	6	
		comparison	-	
3.	Omission of Preposition	a series	4	5.54%
		coordinate conjunctions	-	
		correlative conjunctions	2	
		comparison	11	
4.	Omission of Pronoun	a series	-	0.33%
		coordinate conjunctions	1	
		correlative conjunctions	-	
		comparison	-	
5.	Omission of Article	a series	-	2.28%
		coordinate conjunctions	-	
		correlative conjunctions	1	
		comparison	6	
Total			66	21.5%

The table above shows that errors in omission of word have the highest percentage (8.47%). Then is followed by errors in omission of preposition (5.54%), errors in omission of conjunction (4.89%), errors in omission of article (2.28%), and errors in omission of pronoun (0.33%).

Table 4.5 The Percentage of Misformation Errors

No.	Types of Errors	Category of Errors	e	Percentage (%)
1.	Misformation of Article	a series	-	1%
		coordinate conjunctions	-	
		correlative conjunctions	-	
		comparison	2	
2.	Misformation of Word	a series	20	22%
		coordinate conjunctions	23	
		correlative conjunctions	4	
		comparison	21	
3.	Misformation of Conjunction	a series	-	4%
		coordinate conjunctions	11	
		correlative conjunctions	1	
		comparison	-	
4.	Misformation of To Be	a series	-	1.28%
		coordinate conjunctions	4	
		correlative conjunctions	-	
		comparison	-	
5.	Misformation of Tense	a series	3	5.77%
		coordinate conjunctions	-	
		correlative conjunctions	15	
		comparison	-	
6.	Misformation of Phrase	a series	11	7.69%
		coordinate conjunctions	2	
		correlative conjunctions	4	
		comparison	7	
7.	Misformation of Clause	a series	-	8.97%
		coordinate conjunctions	24	
		correlative conjunctions	1	
		comparison	3	

Total		156	50%
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The table above shows that errors in misformation of word have the highest percentage (22%). Then is followed by errors in misformation of clause (8.97%), errors in misformation of phrase (7.69%), errors in misformation of tense (5.77%), errors in misformation of conjunction (4%), errors in misformation of to be (1.28%), and the last is errors in misformation of article (1%).

Table 4.6 The Percentage of Misordering Errors

No.	Types of Errors	Category of Errors	e	Percentage (%)
1.	Misordering	a series	3	5.5%
		coordinate conjunctions	1	
		correlative conjunctions	12	
		comparison	1	
	Total		17	5.5%

The table above shows that the percentage of misordering errors is 5.5%.

The distribution of the source of errors in each category and also percentage will be presented in the following table.

Table 4.7 The Distribution and Percentage of Source of Errors

No.	Sources of Errors	Category of Errors	e	Percentage (%)
1.	Overgeneralization	a series	10	6.13%
		coordinate conjunctions	-	
		correlative conjunctions	9	
		comparison	-	
2.	Incomplete	a series	11	23.23%

	Application of Rules	coordinate conjunctions	21	
		correlative conjunctions	15	
		comparison	25	
3.	Ignorance of Rule Restriction	a series	34	45%
		coordinate conjunctions	28	
		correlative conjunctions	32	
		comparison	47	
4.	False Concept Hypothesized	a series	-	25.16%
		coordinate conjunctions	52	
		correlative conjunctions	20	
		comparison	6	
Total			310	100%

The table above shows that the errors that were caused by ignorance of rule restriction have the highest percentage (44%). Then is followed by the errors that were caused by false concept hypothesized (25.64%), the errors that were caused by incomplete application of rules (23.81%), the last is the errors that were caused by overgeneralization (6.96%)

Table 4.8 The Frequency of Errors Based on the Types of Parallelism

No.	Types of Parallelism	e	Percentage (%)
1.	Parallelism in series	54	17%
2.	Parallelism with coordinating conjunctions	99	32%
3.	Parallelism with correlative conjunctions	76	25%
4.	Parallelism in comparison	81	26%
Total		310	100%

The table above shows that parallelism with coordinating conjunction is where the errors take place the most (32%). Then is followed by parallelism in comparison (26%), parallelism with correlative conjunction (25%), and the last is parallelism in series (17%).

CONCLUSION, IMPLICATION, AND SUGGESTION

The result of this study indicates that there were a number of errors made by the second semester students of the English Department of Teacher Training and Education Faculty of Sebelas Maret University of Surakarta on the use of parallelism.

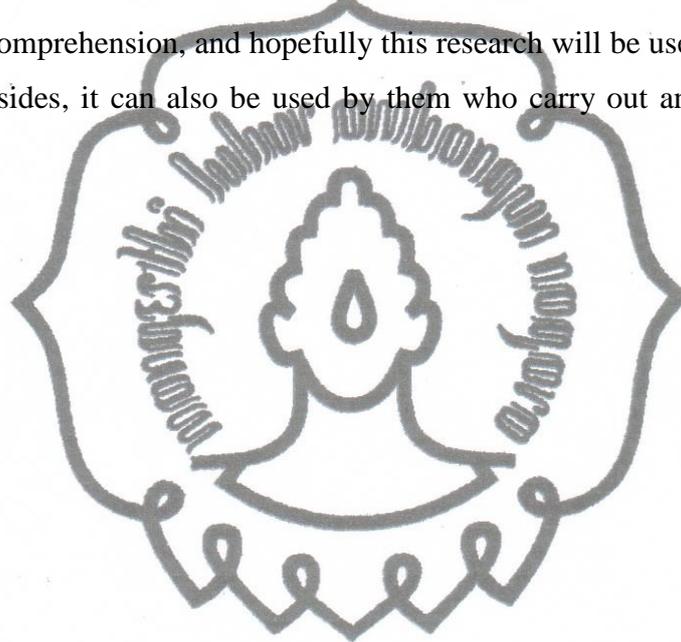
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Based on the background above there are many problems that arise and they can be identified as follows: Based on the result of the study, it can be considered that the ability of the students is just fair and the students still encountered difficulties in using parallelism. The error that needs more attention is misformation error. The errors which are made by the students will be helpful for the students and the teacher to be more aware of this case. It helps the students to know their weaknesses and difficulties in using parallelism, therefore the students will learn more. From the explanation of number of errors made by the students, it can be seen the effectiveness of teacher's teaching material and teaching technique. By knowing this, teacher can also plan and determine an effort in teaching process, so it will be useful to minimize the same errors.

After knowing the area of errors, the teachers should pay more attention to it and also stress on the material which is difficult for students. They may use a new teaching technique in order to make a better result of the teaching and learning process.

It must be realized that to make error is human for everyone, moreover in learning target language. The students should not worry about making errors. They should use the errors as device in order to learn more about parallelism.

The writer realizes that the result of this research is still far from being perfect, there are still many aspects that could influence the students' reading comprehension. Therefore, the researcher expects that there will be other researchers who investigate other aspects relating to reading comprehension, and hopefully this research will be useful as a reference to their researches. Besides, it can also be used by them who carry out and develop a similar study.



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