Capability of Junior ABEL Students in Using Parallelism in Sentences

Marissa E. Sison
m.sison@psu.edu.ph
Pangasinan State University

Abstract - *This study aimed to determine the level of capability of 43 ABEL students in using parallelism in sentences. The level of capability in using parallelism in sentences was measured by an instrument which was lifted from electronic sources. Descriptive method was used in this study. The respondents were selected through complete enumeration. Findings revealed that majority of the respondents' capability in using parallelism in sentences was high. The results also revealed that there was a weak influence of the type of secondary school graduated from on the capability of the respondents in using parallelism in sentences. However, the most preferred language for communication, most preferred English reading material and grade in Structure of the English Language were moderately related to the level of capability of the respondents in using parallelism in sentences.*

Keywords – Parallelism, Sentences, Capability

INTRODUCTION

The students without a fund of patterns, constructions, and words already on call must interrupt his putting thoughts down on paper to search hos conscious mind for some rules, as a result, his articulation of thoughts gets cut off and little gets written (Andres, 1986).

In writing, we have all strung together lists of words, phrases, or clauses. With the help of commas and coordinating conjunctions, we've added depth and variety to our work by hooking together different ideas in a single sentence. But we must be careful not to play fast and loose with our listing; we must always keep the idea of parallelism grounded firmly in the forefront of our minds (Writing Center at Chapman University, 2012).

The use of parallel structures in writing or speech allows writers and speakers to maintain a consistency within their work, to create balance flow of ideas, to get across ideas equal value, to create jazzy sentences, to add force to your writing, and to emphasize the likeness between two or more ideas. Moreover, it can be employed as a tool for persuasion as well because of the repetition it uses. Good sentences attempt to form parallel patterns. Without this parallel structure, they can sound awkward. In literature, parallelism is used in different ways to impress upon the readers in order to convey messages or lessons. Faulty parallelism is not really a grammatical mistake. It is actually a stylistic problem.

Parallelism refers to using of elements in sentences that are grammatically similar or identical in structure, sound, meaning or meter. This technique adds symmetry, effectiveness and balance to the written piece (Lovetokonow Corporation, 2015).

According to Benner (2006), sentence elements that are alike in function should also be like in construction. These elements should be in the same grammatical form so that they are parallel. Using parallel structure in your writing will help with the economy, clarity, equality, and delight.

Thus, this research speaks about the use of parallelism in constructing sentences to determine the capability of the junior ABEL with the following formulated objectives: (1) To determine the profile of the respondents such as the type of secondary school graduated from, grade in Structure of the English Language, most preferred language for communication, and most preferred English reading materials; (2) To determine the level of

capability of junior ABEL students in using parallelism in sentences; and (3) To ascertain the relationship between the capability of the students in using parallelism in sentences and their profile.

METHODOLOGY

Descriptive method was used in this study. It is designed to gather information about present existing conditions. This method describes the nature of a situation as it exists at the time of the study and explores the causes of particular phenomena. The respondents of this study were the 36 junior ABEL students who already took and passed their Structure of the English Language subject. This study used a questionnaire as the main data gathering instrument which was lifted from electronic sources validated by three evaluators. The data were tallied, categorized, analyzed and subjected to normative measures by the use of frequency counts, percentage distribution, mean, Spearman-rho correlation, and Contingency coefficient.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The respondents varied in their profile. Out of 36 respondents, 29 or 80.6% came from public schools while 7 or 19.4% came from private schools. Majority of the grade of the respondents in Structure of the English Language got a grade a grade between 2.25-2.50 with a percentage of 75%. In addition, majority of the respondents preferred to use Filipino language as their language for communication with a percentage of 58.3%. As for the respondents' most preferred English reading materials, majority of them preferred books with 69.4%.

Overall Level of Capability of the Respondents in Using Parallelism in Sentences

Score Interval	Frequency	Percentage	Descriptive Equivalent
35-42	7	19.4	Very High
26-34	**28**	**77.8**	**High**
17-25	1	2.8	Average
Total	**36**	**100**	

It can be gleaned from the table that majority of the respondents' score range from 26-34. This indicates that the respondents' level of capability in using parallelism in sentences is high. This means that the respondents were inclined in using parallelism in sentences. The result of the study is different from the result of the study of Callado (2011) wherein the third year ABEL respondents obtained a poor proficiency level on sentence parallelism. However, the junior ABEL student should exert more effort in using parallelism in sentences to achieve the very high capability.

Relationship between the Capability of the Junior ABEL Students in Using Parallelism in Sentences and their Profile

Table shows that the profile variable type of secondary school graduated from has a weak relationship with the respondents 'capability in using parallelism in sentences as indicated by the contingency value of 0.17. With regard to the profile variable most preferred language for communication and the respondents' capability in using parallelism in sentences has a moderate relationship with a contingency value of 0.48. On the other hand, the profile variable most preferred English reading material and the respondent's capability in using parallelism in sentences has a fair relationship with a contingency value of 0.26. Lastly, the profile variable grade in Structure of the English Language has also a fair relationship but negative with a Spearman rho correlation value of -0.32.

This means that the higher the grade of the respondents in their Structure of the English Language, the higher their score in using parallelism.

Profile Variables	Spearman rho correlation value	Contingency coefficient value	Description
Type of Secondary School Graduated From		0.17	Weak Relationship
Most Preferred Language for Communication		0.48	Moderate Relationship
Most Preferred English Reading Material		0.26	Fair Relationship
Grade in Structure of the English Language	-0.32		Fair Relationship (negative)

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The junior ABEL students are products of public secondary schools. They are good in their Structure of the English Language subject. They prefer Filipino as language for communication and prefer English books over other English reading material.

2. The junior ABEL students have high level of capability in using parallelism in sentences.

3. There is a weak influence of the type of secondary school graduated from on the capability of the respondents in using parallelism in sentences. However, the most preferred language for communication, most preferred English reading material, and grade in Structure of the English Language are moderately related to the level of capability of the respondents in using parallelism in sentences.

RECOMMENDATIONS

In the light of the findings and evidences presents in the study, the following recommendations are highly proposed:

1. Students should be more inclined with the English language by engaging themselves with materials involving the lingua franca, especially English major students.

2. The junior ABEL students should exert more effort in using parallelism in sentences to achieve the very high capability by bringing themselves with English reading paraphernalia which contains drills regarding parallelism that can help them to know and learn more about it.

3. Clause category on parallelism should be given extra attention and effort because the respondents found difficulty on this.

4. Future researchers may conduct similar study but may focus on the clause category on parallelism.

REFERENCES

[1] Atienza, Leticia P., et. al. 2003. Basic Communication and Thinking Skills. Bulacan: Irivitas Publishing, Inc.

[2] Barlow, Susanna. 2012. "How to Achieve Clarity in your Writing." Retrieved on November 28, 2015 from http://susanbarlow.com/on-writing/how to achieve-clarity-in-your-writing.

[3] Collado, Carla Mae. 2011. "Proficiency on Sentence Parallelism among AB English Students." PSU-Urdaneta City, Pangasinan.

[4]. L. Kip. Wheeler. 2015. "Parallelism." Retrieved on December 1, 2015 fromhttps://web.cn.edu/kwheeler/gramparallelism.html

[5 Klammer, Thomas P. et. al. 2013. Analyzing English Grammar. New Jersey: Pearson Education, Inc.

[6] Learning & Tutoring Center. Spring. 2012. Retrieved on November 26, 2015 from http://depts.qpc.edu/gpclt/handouts/commquiz/Parallelism Quiz.pdf

[7] Lovetoknow Corporation. 2015. Retrieved on December 1, 2015 from http://examples.yourdictionary.com/examples-of-parallelism.html

[8] Rivero-Hernandez, Clarissa. 2012. MSA Comprehensive English Handbook. Cainta, Rizal: MSA Publishing House.

[9] Towson University. 2012 Towson university: 8000 York Road/Towson, MD 21252, 410-704-2000. Retrieved on November 12, 2015 from http://www. Towson.edu

[10] Writing Center at Chapman University. 2012. Chapman University. Retrieved on November 12, 2015 from https://www.chapman.edu/wilkinson/eng;lish/files/wc-parallelism.pdf