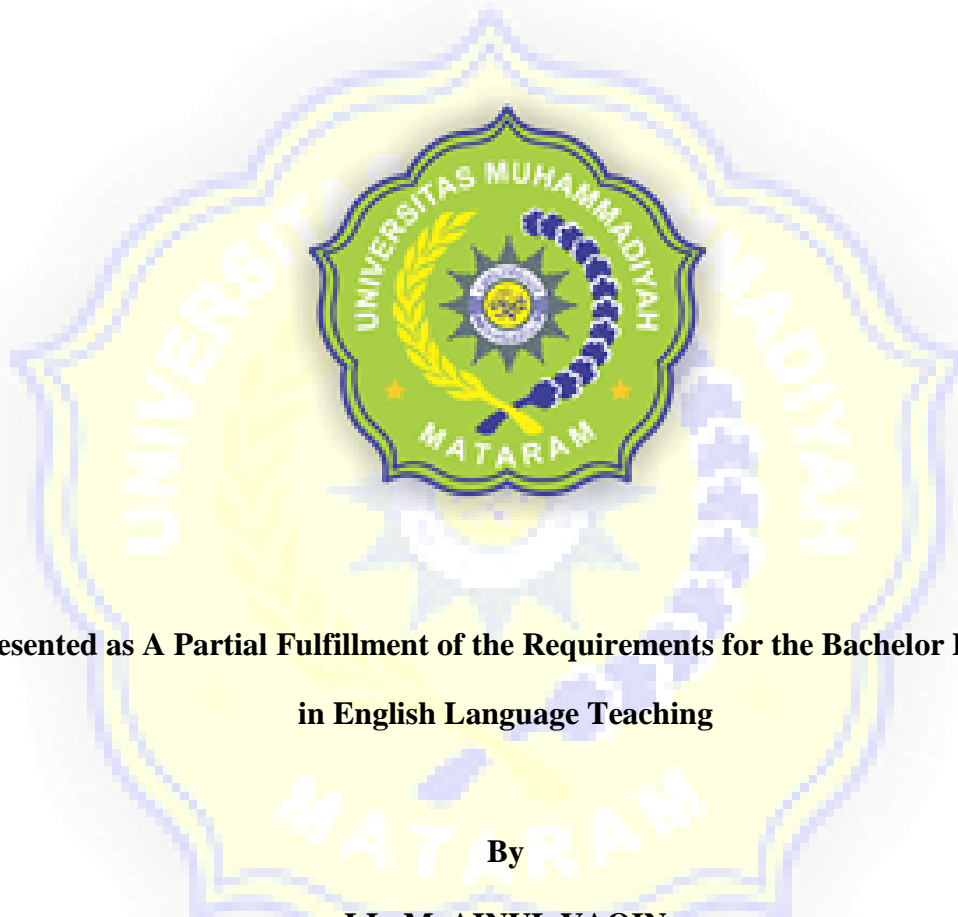


**AN ANALYSIS OF SENTENCE FRAGMENTS IN THE STUDENTS'  
WRITING AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT  
OF UMMAT IN ACADEMIC YEAR 2019/2020**

**A THESIS**



**Presented as A Partial Fulfillment of the Requirements for the Bachelor Degree**

**in English Language Teaching**

**By**

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AN ANALYSIS OF SENTENCE FRAGMENTS IN THE STUDENTS' WRITING  
AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT OF UMMAT IN  
ACADEMIC YEAR 2019/2020

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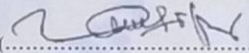
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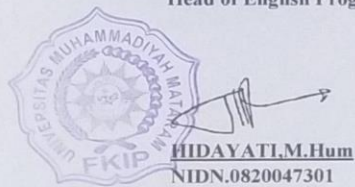
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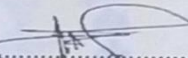
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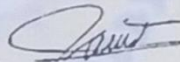
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## MOTTO

**“What is destined will reach you, even if it be underneath two mountains.  
What is not destined, will not reach you, even if it be between your two lips”**

-Ummar bin Khattab (RA)-



## DEDICATION

Researcher dedicates this thesis to:

1. His beloved mother (Mrs. Sapariyah) who always emotionally and materially support me with her with prayer, love, and patience, without your support I do nothing.
2. His beloved brothers and sisters (LL. Khaeril Anwar, Bq siti Rauhiyah, Bq. Nurussilmi, LL. M. Samsul Arifin) who always support me.
3. His cosultants (Mrs. Hidayati, M.Hum and Mr. M. Hudri, M.Pd) Thanks for guidance, criticize, advice, time and teach the researcher to finish this thesis.
4. His lecturers in English department Muhammadiyah University of Mataram.  
A lot of gratitude for you
5. His dearest friends (Yana, Zauquni, Tri, Launa, Geizha, Jeffry, Rusiyadi, Zulfirzi, Muji, Wahid and Pebi) who always support me in every situation.



## ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin, praise be to Allah SWT for all the blessing, grace and guidance that have been given to the researcher until the researcher could accomplish the thesis entitled "An Analysis of Sentence Fragments in The Students' Writing of The Third Semester of English Department of UMMAT In Academic Year 2019/2020". Then, best wishes and salutations are upon Great Messenger Prophet Muhammad (Peace Be Upon Him).

The researcher would like to express deep thanks to:

1. Dr. H. Arsyad Abd. Gani, M.Pd as a Rector of the Muhammadiyah University of Mataram.
2. Dr. Hj Maemunah, S.Pd.,MH. as a Dean of Faculty of Teacher Training and the Education Muhammadiyah University of Mataram.
3. Mrs. Hidayati, M.Hum as a Head of English Education Program and as my first consultant who has helped the resarcher or guided, advised during consultation untill this thesis accomplished.
4. Mr. Muhammad Hudri, M.Pd as a second consultant who has given knowledge, time, assistance, and important advice until this thesis accomplished.
5. The lecturers of English Education Program who have share the knowledge and taught me.

Hopefully your trully kindness will be granted by Allah SWT and this research is beneficial for the readers, Aamiin.

Mataram, July 2020

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Yaqin, LL. M. Ainul. 2020. “AN ANALYSIS OF SENTENCE FRAGMENTS IN THE STUDENTS’ WRITING AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT OF UMMAT IN ACADEMIC YEAR 2019/2020”. English Educational Program, Faculty of Teacher Training and Education. Muhammadiyah University of Mataram.

### **ABSTRACT**

A sentence fragments is a structurally incomplete sentence or part of a sentence. Therefore, this research aims at analyzing the types and investigate the most dominant type of sentence fragments made by the third semester students of English Department of UMMAT. The method of this research is descriptive qualitative because the researcher collected the data used an analysis and draw the conclusion from the analysis. The result of this research are there were 84 (eighty four) errors appeared in the students’ writing. The highest frequency of error appeared in the students’ writing was the absence of verb around 37 times or 44.04%. It means that the absence of verb was the most dominant error done by students. The second frequency of error that appeared in students’ writing was the absence of subject with 25 times or 29.76%. The absence of verb indicates the students still confuse to determine the subject in writing descriptive text. The third frequency of error that appeared in students’ writing was the absence of subject and a verb with 20 times or 23.80%. The absence of subject and a verb in the students’ writing showed that students were notable to make sentences with the clear meaning or do not with no ambiguity. The fourth of error that appeared in the students’ writing was the absence of subject in dependent clause with 2 times or 2.40%. The absence of subject in dependent clause in students’ writing shows that the students still confuse to make complete sentences which contain subject, verb and complete though.

***Key word: Sentence Fragments, Students Writing***

Yaqin, LL. M. Ainul. 2020. “**ANALISA FRAGMENT KALIMAT DALAM TULISAN MAHASISWA SEMESTER KETIGA JURUSAN BAHASA INGGRIS UMMAT TAHUN AKADEMIK 2019/2020**”. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Mataram.

### **ABSTRAK**

Fragmen kalimat adalah kalimat yang secara struktural tidak lengkap atau bagian dari kalimat. Oleh karena itu, penelitian ini bertujuan untuk menganalisis jenis dan jenis penggalan kalimat yang paling dominan dibuat oleh mahasiswa semester tiga Jurusan Bahasa Inggris UMMAT. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif karena peneliti mengumpulkan data dengan menggunakan analisis dan menarik kesimpulan dari hasil analisis. Hasil dari penelitian ini adalah 84 (delapan puluh empat) kesalahan muncul pada tulisan siswa. Frekuensi kesalahan tertinggi yang muncul pada tulisan siswa adalah ketiadaan verba sebanyak 37 kali atau 44,04%. Artinya, ketiadaan verba merupakan kesalahan yang paling dominan dilakukan oleh siswa. Frekuensi kesalahan kedua yang muncul pada tulisan siswa adalah ketidakhadiran mata pelajaran sebanyak 25 kali atau 29,76%. Tidak adanya verba menandakan siswa masih kebingungan dalam menentukan mata pelajaran dalam menulis teks deskriptif. Frekuensi kesalahan ketiga yang muncul pada tulisan siswa adalah ketiadaan mata pelajaran dan kata kerja sebanyak 20 kali atau 23,80%. Ketidadaan subjek dan verba dalam tulisan siswa menunjukkan bahwa siswa menonjol membuat kalimat dengan makna yang jelas atau tidak tanpa ambiguitas. Kesalahan keempat yang muncul pada tulisan siswa adalah tidak adanya mata pelajaran pada kalimat dependen sebanyak 2 kali atau 2,40%. Ketidadaan mata pelajaran dalam kalimat dependen dalam tulisan siswa menunjukkan bahwa siswa masih kebingungan membuat kalimat lengkap yang berisi pokok bahasan, kata kerja dan sekalipun.

Kata kunci: *Fragmen Kalimat, Tulisan Siswa*

## TABLE OF CONTENT

<b>TITTLE PAGE.....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>ACCEPTANCE .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>ABSTRACT.....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION .....</b>	
1.1. Background of the Research .....	1
1.2. Research Question .....	4
1.3. Purpose of the Research.....	4
1.4. Significance of the Study.....	4
1.5. Scope of Study.....	5
1.6. Definition of Key Term .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE.....</b>	<b>7</b>
2.1 The Nature of Grammar.....	7
2.1.1 Part of Speech .....	7
2.2 The Nature of Writing.....	10
2.2.1 Types of Sentence .....	11
2.3 Sentence Fragments .....	15
2.3 Descriptive Text.....	17
2.4 Previous Study .....	19
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>21</b>
3.1 Research Design .....	21
3.2 Research Participant .....	22
3.3 The Data Collection Technique .....	23

3.4 Data Analysis Technique ..... 24

**CHAPTER IV FINDING AND DISCUSSION**

4.1 Research Finding ..... 26

4.2 Discussion ..... 32

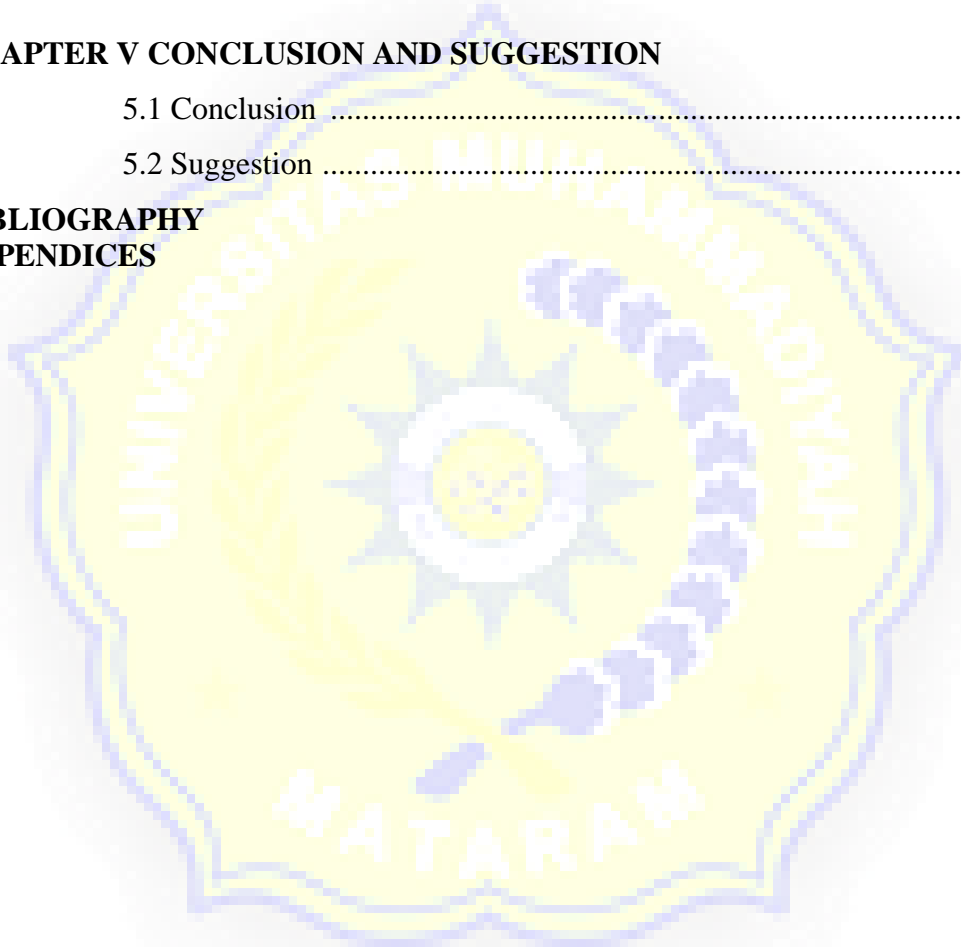
**CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion ..... 36

5.2 Suggestion ..... 37

**BIBLIOGRAPHY**

**APPENDICES**



# CHAPTER I

## INTRODUCTION

This section explains the background of the study, research question, purpose of study, significance of the study, scope of the study and the definition of key terms as well.

### **1.1 Background of the Research**

In Indonesia, English is a foreign language that is taught to students from junior high school until university level. Moeller and Catalano (2015:86) explain that a language is considered as a foreign language if it is learned largely in the classroom and is not spoken in a society where the teaching occurs. Although, the status of English only as foreign language, it is one of the important subjects that we have to learn since we are in the elementary school up to university level, although it is given in local content especially in elementary school but in junior until senior or vocational high school English is subject that has to be learned.

Since writing is very important, it is also a difficult skill to be mastered by students. Writing is a complex process, even in the first language. Undoubtedly, it is more complicated to write in a foreign language. In composing writing, the students are required to demonstrate the control of a number of writing aspects; they are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. Hyland (2003:3) points out "Writing as the task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and cohesive devices, and combining them all into coherent pieces of text". It means that

the ability to write needs a special skill and process in organizing language material by using learners' own words and ideas in order to be a good composition text but sometimes some errors occur in students' writing.

Based on the explanation above, it is true that knowing the error can be very important. The errors can be used as a reference to know the students' progress in learning the language. Through student error analysis, the teacher would identified how far students' understanding and the ability in writing. Further, the teacher will find specific problems or difficulties done by students, and hopefully, she or he can find the best solution to improve the certain point that is lacking. In the teaching and learning process, the students as learners sometimes make errors. Therefore, the researcher uses sentence fragments analysis to analyze students' errors in writing. Sentence fragments analysis is more effective to detect the students' errors quickly in this case, errors in writing. It is very much needed because the result of the analysis gives some contribution in attempting to decrease errors done by the students in learning English, especially in University of MuhammadiyahMataram.

There are some research about sentence fragments that has been studied in different object. The first study conducted by Haryati (2013) entitled An Analysis of Sentence Fragments in the Students' Thesis Abstracts of English Education Department of Muria Kudus University. In this research, the writer used descriptive qualitative research. The result of this research showed from 98 sentences, there are 7 types of constructions found in the six thesis abstracts of qualitative research of English Education Department of Muria Kudus University completed in 2012. The

most dominant construction used by the students is construction contains structure of modification, structure of predication, structure of complementation and structure of coordination. Besides that, the writer found 14 sentence fragments consists of 1 dependent clause, 11 fragments missing a verb or a part of verb that include a tense and 2 fragments missing a subject. The second researcher by Sriyatini (2019). An Analysis of Sentence Fragments Found in Students' Writing on Essay. Thesis Proposal. Undergraduate Program. Universitas Mercu Buana Yogyakarta. The results of this study shown that the most type of fragment made by the students was Dependent Clause Fragment. The next error was made are; Omission of Subject, Omission of Subject and Verb, Appositive, List Fragment and Omission of Verb. The source of error based on expert are in intra-lingual error and inter-lingual. Moreover, based on in-depth interview were found lack of comprehension, lack of preparation, lack of time, and translated writing as the sources of errors.

Through this research, the researcher tries to analyze students' sentence fragments in writing a descriptive text. The error about sentence fragments made by students will be analyzed by using the theoretical framework proposed by Oshima and Hogue (1998), which consist of sentence fragments. Finally, based on the explanation above, the researcher conducted the research dealing with writing errors on sentence fragments, the researcher was identified types of sentence fragments and investigated the most dominant sentence fragment in the students' writing. Accordingly, the researcher writes the thesis entitled "An Analysis of Sentence



Fragments In Students' Writing of The Third Semester of English Department, in UMMAT in Academic Year 2019/2020”.

## **1.2 Research Question**

Based on the background of study above, the researcher formulated the following questions :

1. What are the types of sentence fragments made by the third semester students of English Dept. of UMMAT in writing?
2. What is the dominant type of sentence fragments made by students in writing descriptive text?

## **1.3 Purpose of the Research**

Based on the research questions above, the purpose of this research are as follows:

1. To investigate the types of sentence fragments made by the third semester students of English Dept. of UMMAT in writing.
2. To analyze the most dominant type of sentence fragments made by the third Semester students of English Department of UMMAT.

## **1.4 Significance of the Research**

The significance of the study can be theoretically and practically :

1. Theoretically

The result of this research is expected to enrich and to enhance the theory of sentence fragments in writing subject, especially in descriptive text. Thus,

this research can be used as a reference for the further researcher who want to conduct their research on the same field of study.

## 2. Practically

- a. The lecturer of writing at English Department of UMMAT may use the result of this study as a basis to evaluate the materials of sentence fragments in teaching writing at the third semester.
- b. By looking at the result of the study, the students are expected to be aware of some errors about sentence fragments, they frequently made in constructing a sentence, so, due to that, they can improve the quality of their writing especially in composing descriptive text in the upcoming period.
- c. For further researchers, the results of the research may be used as a comparative reference in conducting further research related to sentence fragments.

### 1.5 Scope of the Research

The research focused on analyzing the types of sentence fragments and to investigate the most dominant sentence fragments in writing descriptive text made by the Third Semester Students of English Department, UMMAT in the academic year 2019/2020. The researcher classified sentence fragments using the theoretical framework proposed by Oshima and Hogue (1998) in addition theory of sentence fragments by Bram (1995).

## 1.6 Definition of Key Terms

To avoid the readers' misunderstanding about the terms used in this study, the writer defines the key terms as follows:

1. Sentence

Oshima and Hogue, (1998:155) states that a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

2. Sentence Fragments

A sentence fragment is a structurally incomplete sentence or part of a sentence (Oshima and Hogue, 1998:169).

3. Writing

Hyland (2003:3) states that writing as the task which involves making the right choices concerning syntactic patterns, morphological inflections, vocabulary and phrases and combining them all into coherent pieces of text

4. Descriptive text

Sudarwati (2007:172) states that descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section, the researcher explains about literature review. This chapter provides the following topic: grammar, sentence, error analysis, descriptive text and review of previous studies.

#### **2.1 The Nature of Grammar**

According to Chalker & Weiner (1996:177), grammar is the entire system of a language, including its syntax, morphology, semantics and phonology. Other definitions, often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology. Whether a definition of grammar comprises structural aspects only, or whether it also covers semantics and functions, depends strongly on the current view on language and learning. This will be exemplified later in this chapter by looking at some of the various approaches to grammar teaching over the past century. The term grammar is also used in the sense of a book containing rules of grammar, or it can be used as an individual's application of the rules. In this thesis the researcher doesn't give attention to the two latter, but rather focus on grammar as a language system and how grammar is used for communication and to make meaning.

##### **2.1.1 Part of Speech**

Fall (1998:97) there are eight parts of grammar, they are classified into:

## 1. Nouns

Words that name people, places and things are called *nouns*. the following a variety of nouns such as, people, places, things, animals, objects, substances, actions, measures, qualities. For the example, dog, supermarket, rock, etc.

## 2. Pronoun

Pronouns refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. For example, “I want you to read this again.” The words I, you, and this are pronouns. In this sample sentence, it isn’t necessary to actually see the nouns (writer, reader, and sentence) because the writer’s/speaker’s meaning is obvious. The example of the pronouns; his, her, you, I, etc.

## 3. Verb

The third part of speech presented in this research is the verb, one of the main parts of every sentence. Some special verbs are a little more difficult to find because they do not show any action. When you find the words am, are, is, was, and were used in a sentence. between two nouns, you have found one of these special kinds of verbs. The example of the verbs; walk, run, climb, etc.

#### **4. Adjective**

To talk or write about a person place or thing, you use nouns like *girl*, *house*, or *tree*. To add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like little, blue, rich, old. Words that tell more about nouns or pronouns are called adjectives.

#### **5. Adverb**

The students have just learned that adjectives modify nouns and pronouns. Another type of describing word or modifier is the adverb. Adverbs limit, change, or alter the words they modify. The examples of adverbs are this morning, tonight, last year, etc.

#### **6. Preposition**

Preposition is joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammar unit, called prepositional phrases. The example of preposition; before, after, in, on, etc.

#### **7. Interjection**

Perhaps the easiest part of speech to find is the interjection. An interjection is a word or group of words used to express strong feeling. It can be an actual word, or merely a sound and is followed by an exclamation mark

(!) or a comma (,). Unlike all the other parts of speech, the interjection is not linked in any way to any other word in the sentence.

## **8. Conjunctions**

Conjunctions, like prepositions, are also joining words or connectives. Conjunctions are used to join words, phrases, or clauses. Conjunctions can be found in any position in a sentence except the very end. The example of conjunctions; and, or, so, etc.

### **2.2 The Nature of Writing**

Oshima and Hogue (1998:155) explain "a sentence is a group of words that you use to communicate your ideas". Afterward, Hogue (2008:10) by himself gives a clear explanation about the definition of the sentence, he determines a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

The modern grammar defines a sentence in one of two ways; (1) By meaning, a sentence is a complete thought, (2) By function, a sentence consists of a subject and a predicate. From both definitions, it can be concluded that a sentence is a full predication containing a subject plus predicate with a finite verb (Frank Marcella, 2006:220). In conclusion, the sentence is a meaningful statement that has a subject and a verb. It means that the statement or utterance, which has a subject and a verb, can be called a sentence.

In addition, Frank Marcella (2006:222) states that a clause may also be defined in the same way as a sentence. However, every sentence is formed from one or more clauses and expressed a complete thought so that it has meaning and can be

understood. A clause is a group of words that contains (at least) a subject and a verb (Oshima and Hogue, 1998:152). There are two kinds of clauses, independent and dependent. The independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence. The dependent clause is an incomplete sentence. It cannot stand alone as a sentence itself, so it must be connected to an independent clause. Commonly, a dependent clause begins with a subordinator such as before, while, because, after, etc. so that "s why it usually is known as subordinate clause Based on the above explanation, a sentence can consist of independent clause only, or combination both of independent and dependent clause. The important note is as long as a sentence consists of combining both independent and dependent clauses, but the dependent clause is not attached to an independent clause; it is incorrect in Standard English writing.

### **2.2.1 Types of sentence**

Based on the number and kinds of clauses within the sentence, there are four types of sentences in English, and they are; simple sentences, compound sentences, complex sentences, and compound-complex sentences. The first three sentences are commonly used by the beginning writer. The explanation of those sentences state as follow:

#### **a. Simple sentences**

The most basic sentence is a simple sentence. A simple sentence is made of one complete subject and one complete verb that expresses a complete thought. In other word, a simple sentence is an independent clause. It is supported by Oshima



and Hogue (1998:155) that determine a simple sentence is one independent clause. This independent clause may possibly be formed with one subject and one verb, or a compound subject and one verb, or one subject and a compound verb, or a compound subject and a compound verb. In conclusion, a simple sentence can be formed not only with a subject and a verb, but also with a compound subject, a compound verb, or both compound subject and verb.

Example:

- a. Simple sentences use one subject and verb:

I play tennis every weekend  
S V

- b. Simple sentences use a compound subject:

Dika and Diki play football in the yard  
S S V

- c. Simple sentences use a compound verb:

The children smiled and waved to us  
S V V

- d. Simple sentences use both compound subject and verb:

We are going to climb Mount Merapi and to take some pictures  
S S V V

## b. Compound sentences

A compound sentence is a combination of two or more simple sentences. Thus, a compound sentence contains more than one independent clause. Oshima and Hogue (1998:155) state that a compound sentence is two or more independent clauses joined together. Usually, those independent clauses are connected by

using a conjunction. Frank (2006), there are three conjunctions in compound sentences, namely:

- 1) Punctuation: semicolon (;)
- 2) Coordinate conjunction, such as: for, and, nor, but, or, yet, so.
- 3) Conjunctive adverbs, such as: besides, likewise, moreover (addition), otherwise (condition), accordingly, consequently, hence, then, therefore (result), then (time), however, nevertheless, still (contrast) for instance, a compound sentence is several simple sentences; it can be two or more simple sentences, which is joined together. In order to make the correct compound sentence, those simple sentences should be connected by using a conjunction, include punctuation, coordinate conjunction, and conjunctive adverb.

Example:

1. Compound sentence with punctuation:  
I enjoy tennis; I hate golf
2. Compound sentence with coordinator:  
I enjoy tennis, but I hate golf
3. Compound sentence with a conjunctive adverb:  
I enjoy tennis; however, I hate golf

### **c. Complex sentences**

Bram (1995:40) explains that a complex sentence is made of two or more full predication. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clause

(or, subordinate clauses). The independent clause can stand alone, but the dependent clause cannot; it must depend on the main clause. Usually, the dependent clause is introduced by subordinating conjunctions such as after, although, when, since, because, so that, or a relative pronoun such as, who, which, that. There are three types of dependent clauses that are in complex sentences. In which, the name of those types refer to its function, they are; adverbial clause, adjective clause, and noun clause.

However, as long as complex sentences consist of the independent and dependent clause; they tend to be longer than simple sentences or compound ones. Therefore, they have more capacity to express the idea more clearly and interestingly. Further, Bram (1995:40) explains that through complex sentences, we can put prominence on the idea in a clause. We can also show, among other things, contrast, preference, reason, and consequent. As a result, the flow thought will run much more smoothly, compared with a series of ideas expressed in a simple sentence.

Based on the explanation above, we can conclude that a complex sentence consists of two clauses; one independent while the other is dependent. Both independent and dependent clauses are joined by subordinating conjunctions or a relative pronoun. In addition, a complex sentence plays an essential role in producing good writing.

Example:

1. Complex sentences use an adverb clause:

**Because** grammar is easy, Rina learned it quickly

**When** Carla came, the mechanic was repairing the car

2. Complex sentences use an adjective clause:

I met a man **who** is kind to everybody

3. Complex sentences use a noun clause:

I know **where** she lives

#### **d. Complex-compound sentences**

The last sentence type is a complex-compound sentence. Basically, it is rarely constructed by the beginning writer; it is useful, especially for the upper-intermediate and advanced level of writer. Structurally, a compound-complex sentence comprises at least two or more independent clauses and one or more dependent clauses (Bram, 1995:41). In other words, we can say a complex-compound sentence is a combination of a compound sentence and a complex sentence. Because the complex-compound sentence is made of two type sentences, we can ignore there are many combinations that are possible to occur in compound-complex sentences. Thus, we need careful attention in the use of punctuation.

Example:

1. After I graduated from college, I wanted to travel, but I had to go to work immediately
2. Many students drive their cars to the college, but others prefer to take public transportation because of free parking at the college unavailable.

### 2.3 Sentence fragments

A sentence fragment is a structurally incomplete sentence or part of a sentence (Oshima and Hogue, 1998:169). A sentence is considered incomplete if there is a dependent clause that is not attached to an independent clause, making the sentence unable to convey a complete thought. Bram (1995:26) also agrees that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. Thus, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

In addition to Bram (1995:26) a sentence can be called as a sentence fragment when it does not have one of the following:

- 1) Subject
- 2) Verb
- 3) Subject and verb
- 4) Main or independent clause

Example:

1. A sentence with no subject

studies diligently and seriously

Correct: **she** studies diligently and seriously (add a subject)

2. A sentence with no verb

The students in the office

Correctness: the students **study** in the classroom (add a verb)

3. A sentence with no subject and verb

Late for class

Correctness: **he comes** late for class (add a subject and a verb)

4. A sentence with no main or independent clause

Because some students work part-time while taking a full load of courses

Correctness: because some students work part-time while taking a full load of courses, **they have very little time** (add independent clause)

#### 2.4 Descriptive Text

Writing is the act of a writer to communicate her/his thoughts or idea to the readers. As pointed by Cohen and Riel (1998), as cited in Handayani (2011) "Writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with others and ourselves". It means that through writing each person will be able to convey information, ideas, and announcements to others. There are some types of writing text taught in English teaching in Indonesia; one of them is descriptive text.

Descriptive writing is a clear description of people, places, things, or events using appropriate details. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches and tastes. It is related to Oshima and Hogue (2007:61) that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds.

Sudarwati (2007:172) states that descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. Its purpose is to describe and reveal a particular person, place, or thing.

The descriptive text should be vivid and detail, since something described, in particular, and the writer should be able to bring the reader into his or her experience. Further, Oshima and Hogue (2007: 61) state that a good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

The descriptive text has generic structures that distinguish this text from the others. According to Djuhaeri (2007, as cited in Yohana, 2013) the generic structure of descriptive text include; first, identification and the second is description. Usually, identification in the first paragraph and identify a phenomenon to be described. The description usually mentions some characteristics of a thing and the language features of descriptive text are specific nouns, simple present tense, detailed noun phrase, kind of adjective described, relational process and figurative language and focusing on specific participants. Here is an example of descriptive text.

**Table 2.4 Descriptive Text**

Borobudur Temple	
Identification	Borobudur is a great Buddhist temple.
Description	The temple is located in Magelang on the island of Java in Indonesia. Built-in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century. Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight steps like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mi) of passages and stairways. The

	design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.
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To sum up, descriptive text is one of the writing texts taught in English teaching in Indonesia. A descriptive text is a text which says what a person or thing is like. Its purpose is to describe a particular person, place, or thing. The description tells how something looks, feels, smells, tastes and sounds. Descriptive text involves identification and description. In identification, the writer identifies or introduces a person, a place or thing to be described. In the description, the writer focuses on describing a person, a place or a thing in terms of parts, and characteristics.

## 2.5 Previous Studies

In writing this thesis, the researcher read many studies that relate to this research. The researcher found some references from the previous studies. These references also can be used by the researcher to know how to conduct an analysis of sentence fragments in student writing, in term of sentence structure as states below:

The first research conducted by Haryati (2013) entitled *An Analysis of Sentence Fragments in the Students' Thesis Abstracts of English Education Department of Muria Kudus University*. In this research, the writer used descriptive qualitative research. The data of the research was sentences and the data source of the research was thesis abstracts of qualitative research written by the students of English Education Department of Muria Kudus University completed in 2012. The result of



this research showed that of 98 sentences, there are 7 types of constructions found in the six thesis abstracts of qualitative research of English Education Department of Muria Kudus University completed in 2012. The most dominant construction used by the students is construction contains structure of modification, structure of predication, structure of complementation and structure of coordination. Beside that, the writer found 14 sentence fragments consists of 1 dependent clause, 11 fragments missing a verb or a part of verb that include a tense and 2 fragments missing a subject. In this research the previous researcher conduct her research about sentence fragments in student thesis abstract but the researcher focused his research to sentence fragments in the students writing at the third semester of english department in UMMAT.

The second research that was conducted by Sriyatini, 2019 entitled *An Analysis of Sentence Fragments Found in Students' Writing on Essay*. The results of this study shown that the most type of fragment made by the students was Dependent Clause Fragment. The next error was made are; Omission of Subject, Omission of Subject and Verb, Appositive, List Fragment and Omission of Verb. The sources of error based on expert are in intra-lingual error and inter-lingual. Moreover, based on in-depth interview were found lack of comprehension, lack of preparation, lack of time, and translated writing as the sources of errors. In this research the previous researcher focuses in founding sentence fragments in students' writing ones say while the researcher focuses to sentence fragments in the students writing on descriptive text at the third semester of UMMAT.

## CHAPTER III

### RESEARCH METHOD

In this section, the researcher writes the research methodology that is applied in this research includes: research design, population and sample of the research, validity and reliability testing, data collecting method.

#### 3.1 Research Design

The purpose of conducting research is to provide answer of the research problems. In the process of finding the answer, the researcher found a research design. Research design tells to the researcher how the data were collected and analyzed clearly, the research design directed the researcher in getting valid data, and then analyzing them finally the researcher can come to the answers of the research problems. For instance, the researcher needs a research design to direct the researcher in the process of finding the answer of the research problems.

Based on statement above, the researcher used descriptive design by using descriptive method in this research. Descriptive method is one of the designs in the research that obtain information focusing in current status and phenomena. They are directed to describe what is exist at the time of study. In descriptive study, there is no control or treatment given to the students.

Nazir (2011:64) state that descriptive method is a method in researching the status of a group of people, an object, a set of condition, a system of thought, or a class of event in future. The researcher use descriptive method to describe the types

and the most sentence fragments in student writing at the third semester of the English Department at Muhammadiyah University of Mataram.

In this research, the researcher was identified the sentence fragments found in descriptive text made by the third semester of English Department UMMAT in academic year 2019/2020. Then, the student sentence fragments this classification based on the common sentence structure errors proposed by Oshima and Hogue (1998).

After the errors have been identified and classified, the researcher calculated the frequencies of errors by certain formula. The result of calculation tabulated in the form of percentage to know what the most dominant errors done by students in the writing.

### **3.2 Research Participants**

Before conducting the research, the researcher was determined which one to become the participants of his or his study. The explanation about participant of this researcher are stated as follow:

#### **3.2.1 Participant**

Arikunto (2013:130) participant is the people who takes part or becomes involved in a particular or event. According to Arikunto (2013), the researcher took the participant from the third semester of English Department in UMMAT in academic year 2019/2020. The participant of students at the third semester are 32 students.

### **3.3 Data Collecting Technique**

The reason of collecting data in conducting this research is to get the material needed and it is used by the researcher to answer the research problems. In this research, the method that is used to collect data is test and questionnaire. The researcher gives the writing test and questionnaire because the researcher wants to measure the students' ability in writing. Here, the researcher is interested in knowing the most sentence fragments made by students in writing descriptive text. Hopefully, by writing test and questionnaire the researcher can decrease the possibility of errors in the students writing. Besides, it is also useful to recognize students familiarity of the topic.

#### **3.3.1 Test**

A test is used to see whether or not the test actually tests what should be tested. Tuckman (1995:8) defines a test as the process of assessing an activity, the process of activity and outcomes of a program for the objectives or the criteria determined. It means that a test is a process that must be done in teaching learning activity. The test that researcher use in this research is writing test this test focused in the form of writing descriptive text. The researcher was asked the students to choose one topic to create a descriptive text. The researcher was assest the students from how many errors that student's made when they create a descriptive text.

#### **3.3.2 Questionnaire**

Roopa and Rani (2012) stated questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. The form of

the questionnaire is in true or false questions they are fifteen that had been published by Student Learning Assistance Center in 2005 (SLAC).

### **3.4 Data Analysis Technique**

In the research, the collected data was analyzed in order to be more meaningful. Commonly, in the research, the term of analyzing data known as data analysis. In analyzing data, errors analysis is used by the researcher as the method. There are some steps in applying the error analysis method in analyzing data. Gass and Selinker (2008:103) proposed six steps in conducting an error analysis, including; collecting data, identifying errors, classifying errors, quantify errors, analyzing source and remediate. In this research, the researcher used the first four steps of error analysis, because they are appropriate with the data in the research. The descriptions of those four steps are explained as follow:

#### **1. Collection of Data**

The first step in conducting errors analysis is collecting data. In this research, the data were acquired from the result of students' writing. Absolutely, the data is in the form of written data. In collecting data of this research, the researcher was give writing test to the students in order to obtain the students' writing in descriptive text. The researcher collected the data from December until February and the data was gotten from 32 students' in writing form.

#### **2. Identification of Errors**

Identify errors refers to the identification of sentence fragments which students made in writing. In this step, the researcher learned the acquired data and find out the

sentence fragments made by students in constructing English descriptive text. The errors could be, for example: absence of subject, verb or independent clause.

### **3. Classification of Errors**

After the errors have been identified, the next step is classifying them into their types. Sentence fragments which had been found through the process of identification will be classified into some types. Those classifications based on the common sentence structure errors proposed by Oshima and Hogue (1998).

### **4. Quantification of Errors**

This last step deal with counting how many sentence fragments appeared in students' writing. In this step, the researcher calculated the frequencies of sentence fragments, and then tabulated the errors in the form of percentage so that the researcher can identify the most dominant sentence fragments appeared in students' writing. It is necessary to know that the researcher applied certain formula in calculating the errors. The formula stated as follows:

$$P = f/n \times 100\%$$

P : percentage of each error

f : number types of error

N: the total of the whole errors

(Selinker, 2008)