

## An Analysis of Sentence Fragment Found in Students' Writing Paragraph

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### Abstract:

Study writing become a challenge one, because their need as student strives to be produce a good paragraph but the reality sometimes, they make an error in their paragraph. One of the errors is fragment. Fragment is incomplete sentence. This research is aimed to identify some fragment in student's writing paragraph and what is source of the error that occurred in students' writing. It is descriptive qualitative. The participant data in this research is taken from 25 students. The researcher used class X A in senior high school Wachid Hasyim year 2021/2022 as sample. The result of this study showed the most common fragment found in their subject and complete verb are omitted is the highest, the second position is a dependent clause fragment is the second, the third rank is the verb is omitted and the last position is the subject is omitted with. Moreover, the questionnaire showed that the incomplete knowledge of English is the source of student's errors.

**Keywords:** Error, fragment, writing

### Introduction

One of the human activities that are usually performed by people everyday is writing. Writing is a solution to reveal the idea or emotion than uncover it through verbal words, it write their note, or for people who write as author or journalist. it is also a joy to playing with countless vocabularies.

Study English is very important nowadays especially in millennial era, one of demand is expertise in writing. Connally (2013) defines writing as a process as well as a product that requires creativity, concentration, and determination. As one of productive skill writing take a challenging skill (in Yi 2009). But the problem is some students feel like boredom and fatigue in writing, they have difficulty to produce an idea sometime they a fall sleep in process of writing. As we know that writing is the most difficult thing. Some difficulty was found by the researcher in process of teaching writing (Ariyanti, A., & Fitriana, R.2017).

Expression with word has many difference worldwide also refer to the concrete act of speaking, writing or signing, It's the meaning of language (Crystal, 2008). English is an international language that taught and learned by people around the world and also used by people is different in some various places. People perform the one the writing activities, here english as first language and mother language, it's used by students to write their assignment, for white collar to write their office report, or for people who write as an occupation such as author or journalist. For exposing emotion by words that written, rather than uncover it through verbal words. For people who love writing, it is a joy to playing with countless vocabularies. All of action above can be done by writing.

Media of expression with word has many differences worldwide That also refer to the concrete act of speaking, writing or signing, that's function of language (Crystal, 2008). English is an international language that taught and learned by people around the world is also used by people in different some various places. As a non-native speaker of English, people need to comprehend more about Grammar as a set of rules so English as first language, for those whose their mother language is problems.

Occasionally, Indonesian speaker mark an errors when mention something that deal with number, it's one of the example about mention of number. Like in a sentence she have three sister and two brother, it apply english plural endings and with third-person agreement; plural ending particularly likely drope it after numbers or plural quantifiers ,in this case Indonesian speaker mark an error (Swan, 2001). People have to know about the rules that have been set up,and so the students.The grammatical rules are not aware by students, so they have a tendency to make faults, such as error an English composition, and one of the error is a sentence fragments.Writing error is also happen for EFL student using English, then example above is kind of error in writng.

The Objective of the research is to demonstrate the variety of sentence fragments that found in student's writing as well as reveal the source of the error. The writng and questionnaire data can be taken from two written text. 25 participants met and asked by researcher for writing paragraph. The topic sentence, some suppotng sentences and concluding sentence are part of

composition. Finding and analyzing what kind of sentence fragments in the paragraph are the aim of writing paragraph. The questionnaire is being used by the researcher to be the second data..

Two questions is filled in the questionnaire. Structured and open are the nature of the questions itself. For all of the participants are given the same questions so it mean structured. The optional answers is not given by the researchers, thus it means open. The question can be answered liberally with their own words by the participants, in this case. The source of the error that the participants made is being found out from purpose of the second written data or the questionnaire

## **Review of Literature**

### **Writing**

Harmer (2004) states that there are four process in writing, they are making an outline, organize, develop , read and reflect it. In writing paragraph not only vocabulay, content,organization, mechanism but also grammar as items that must be concerned, paragraph is a group of sentences that consist of main sentence and some supporting sentences and the end with concluding sentences hongue and oshima (1998). Study writing become a challenge one, because their need as student strive to be produce a good paragraph but the reality sometimes they make an error in their paragraph. Thombury 2006 in Imane 2016 states Error is an instance of the language that does not comfort to accept norms of usage and contributes to incomplate learning. One of error that commonly is fragment. moreover hongue and oshima (1998) said that fragment is incomplete sentence. They have difficulty to make a correct paragraph because there are some fragment in their sentences.

### **Sentence Fragment**

Jean (2002) states A fragment is an incomplete sentence sometimes it may be participial (ing) phrase or dependent clause that belong to preceding sentence. Thus, Madwell (2006), sentence fragment fails to be a sentence because it cannot stand by itself. Sometimes it does not contain even one independent clause. In other words, as Fine (2010) asserts that a “sentence

fragment is a word group that cannot stand as a sentence even if you give it a capital letter initial and end up with punctuation”.

Edgar H Schuster (2006) said that sentence fragment is a form that the teacher must fix in writing. Avoiding fragment in writing must be completed with at least one independent clause. Independent clause at least consist of subject, verb, function as complete though. A sentence fragment missing one or more of these elements.

Therefore this study is aimed to identify some fragment in student's writing paragraph in tenth grade of senior high school.

## **Method**

The resereacher use descriptive qualitative in this data's study with a tittle An analsing of sentence fragment found in students writing paragraph. The design of this reasearch is used when the method for describing and analyzing not for making broader conclusion (Sugiyono, 2016).

The participant data in this reaserch is taken from 25 students. The researcher used class XA senior high school Wachid Hasyim year 2021/2022 as sample. This study analyses the document of writing paragraph that it had already done by students as invidual task for the first data and the second data was taken from questionnaire The worksheet was collected from students, analyzed and presented into data. types of sentence fragment that written by students and what dominant types of sentence fragment produce by student in writing paragraph. The questionnaire is being used by the researcher to be the second data. Two questions is filled in the questionnaire. Structured and open are the nature of the questions itself.

In collecting the data the researcher take it from writing paragraph task, analyzed and showed through the table. The data were calculated using a formula on Alfayed (2017) to show the percentage the number of finding as follow :

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

P : percentage of error

F : frequency of error

N : number of cases

## Results and Discussions

### Results

#### Types of Sentence Fragment

According to Fine in Ibrahim Bashir et al, 2016 sentence fragment is a group of words that broken part as sentence even if you use a capital letter, initial and end with punctuation. There are four types of sentence fragment. They are a fragment results when the subject is omitted, a fragment results when all or part of the verb is omitted, a fragment result when the subject and complete verb are omitted and a fragment occurs when a dependent clause is capitalized, punctuated as a sentence and lack of vocabulary etc.

The fragment were counted and rated the percentage of frequency and shown in the table.

No	Type of fragment	Frequency	Percentage
1	The subject is omitted	7	12 %
2	The verb is omitted	14	25 %
3	The subject and complete verb are omitted	21	37 %
4	A dependent clause fragment	15	26 %
Total		57	100 %

The students make types of sentence fragment, and the dominant types of sentence fragment that it usually comes out in their paragraph. This was

obtained after data and analyze were gotten. The composition and a questionnaire are a selected two written text. Both of the data is in English. The compositions are written by twenty five participants of students from SMA Wachid Hasyim Grade XA, then native speaker of Indonesian and study English as a foreign language are part of composition and a questionnaire itself, where the questionnaire consists with two structured and open questions, The students made in their Composition and then found by the researchers that it was identified from student's composition as a sentence.

Finally researchers classifying the error or the sentence fragments to four types of errors. By classifying the error such as The first is the subject is omitted, the verb is omitted, The subject and complete verb are omitted, and last is A dependent clause fragment. after classifying as above thus fourth stage is explaining the errors. Then the researchers explain the error or the sentence fragments under the classified of sentence fragments the researchers explain the error or the sentence fragments . By giving an answer suggestion of sentence or correcting the old sentence into a new sentence, This step is stage for The researchers to evaluate the error.

After getting the data and analyze it, it was obtained types of sentence fragment make by the students and the dominant types of sentence fragment that it usually comes out in their paragraph.

The finding of the analysis of writing paragraph revealed four types of of sentence fragment and 57 fragment found in 25 students worksheet. The most common fragment found in their subject and complete verb are omitted with the highest percentage 37 %, the second position is a dependent clause fragment with the percentage 26 %, the third rank ia The verb is omitted With the percentage 25 % and the last position is The subject is omitted with the percentage show 12 %.

## **Discussions**

The further description of error types found is provides as below

### **1. Omitted the subject**

*Fragment : will be efficient if you make your plant before do the project.*

*Sentence : It will be efficient if you make your plant before do the project.*

From the first case is not complete sentences. this part the student forget to add a new word as subject in front of the verb. Therefore to complete the sentence we have to put the subject It in the beginning of sentence. The possible correct sentence is “ it will be efficient if you make a plant before do the project

*Fragment : now stay in apartment.*

*Sentence : My best friend now stay in apartment.*

From the second example is not complete sentences. this part the students forget to use the subject in front of the verb. Therefore to complete the sentence we have to put the subject It in the beginning of sentence. The possible correct sentence is “ My best friend now stay in apartment.

## 2. Omitted the verb

*Fragment : she write a novel last year.*

*Sentence : she wrote a novel last year.*

In this cases the student omit the verb. Sometimes the reader unconcious that the sentence is fragment but when we read detailly the sentence is not complete because wrong in grammatical so one way to make it complete is by change the verb into past tense . The correct sencece is “she wrote a novel last year “

*Fragment :is often late to submit his project.*

*Sentence :Ridwan is often late to submit his project.*

The fourth example is Cases the students omit the verb in it was happen Sometimes when the student ignore that the sentence is fragment but when we read detailly the sentence is not complete so one way to make it complete is by addedd verb after subject “ Ridwan is often late to submit his project “.

## 3. Omitted subject and verb

*Fargment : The parents buy over 3 million on dailly needs for their kids. Most of it on the three boys.*

*Sentence :The parents buy over 3 millon on dailly needs for their kids. They buy of it on the three boys.*

The example above is fragment because there is no meaning. In the second sentence *Most of it on the three boys* there are not subject and verb at the second sentence. The way to make it correct must be added by subject and verb so the

correct sentence is “ The parents buy over 3 million on daily needs for their kids. They buy of it on the three boys

*Fragment : My mom got mad to me because messy.*

*Sentence : My mom got mad to me because my room was messy.*

Moreover in sixth sentence is fragment because there is no existence of subject and verb at the second sentence. The way to make it correct must be added by subject and verb so the correct sentence is “My mom got mad to me because my room was messy”

#### **4. Fragment occurs when dependent clause is capitalized, punctuated as a Sentence, and lack of vocabulary.**

*Fragment : Aliya likes to do many activities such as Playing games, swimming and philately.*

*Sentence : Aliya likes to do many activities such as playing games, swimming and philately.*

From the case above, we can highlight as fragment because a second phrase which belongs to the first sentence is placed in a sentence of its own.

*Fragment : I love.*

*Sentence : I love rujak cingur every weekend.*

From the eighth sentence, we can point as fragment because there is no complete thought as a sentence, eventhough I love consist of subject and verb but this case is not complete for giving information what I love.

*Fragment : one night in traffic jam, I met handsome boy. A handsome man named Asyraf.*

*Sentence : one night in traffic jam, I met handsome boy named Asyraf.*

In this case, the student capitalized and punctuated as a sentence. The first sentence the student said ..... handsome boy, but the next sentence the student said ... A handsome man named.... it is not clear he is still young or not. To correct this sentence the student have to make the sentence into one sentence. The correct is one night in traffic jam, I met handsome boy named Asyraf.

All of sentence fragments found in the writing of the students were analysed. The fragments are broadly categorized into four classification: The



subject is omitted, the fragment results when the subject is incomplete. The second is the verb is omitted, the fragment occurs when all part of the verb is omitted. The third is the subject and complete verb are omitted, a fragment happens when the subject and complete verb are missing. The last is a dependent clause fragment, a fragment occurs when a dependent clause is capitalized, punctuated as a sentence and lack of vocabulary.

### **The Analysis of the Source of the Error**

As it stated before that the second data come from the questionnaire that consist of two questions, the answers by participants can help the researchers to finding out the source of error. The first question is 20 students like writing and 5 students dislike writing. For the second answer is about what kind of difficulties they found when the participants writing an English composition. There are various reasons but the most frequent is the lack of knowledge about the grammar rules. The researchers divided the problems of grammar into three types below;

1. The lack of vocabularies that causing difficulties in translating word into a proper English sentence or just having difficulties translating sentence into a proper form.
2. Difficulties of understanding tenses

Looking through the answers that given by the participants, the researchers conclude that the source of the errors is because the participants having lack of knowledge understanding about English rules. In this case, the errors happen because of the Intralingual errors. The Intralingual errors are the results of participants' incomplete knowledge of the target language (Phuket, 2015:99). Richards (1971), as quoted in *Understanding EFL Student's Errors in Writing* by Phuket mentioned that the ~~learners~~ attempting to build up hypotheses about the English language from his limited experience of it in the classroom or text-book (p.99). The Intralingual errors or having deficiency of knowledge in English as the cause of the participants makes a sentence fragment in their English composition.

The researchers also analyze the source problem that the researchers found in student's composition and also put it into a table. Below are the table of the sentence error based from the classification of grammar problems. The researchers placed the incorrect form next to the correct form.

### **Lack of Vocabularies / Error in Translating Sentence into a Proper Sentence**

No	Incorrect Form	Correct Form
1.	..... library that the houses the journalist	..... library that the places the journalist
2.	..... but do it gently and do not push hard on your skin	..... but do it gently and do not press hard on your skin
3.	..... because you have return body fat with lean musle	..... because you have replace body fat with lean musle
4.	..... but this is not all true	..... but this is not entirely true
5.	..... different kinds of Condos to know	..... different types of Condos to know
6.	A girl should study cooking	A girl should learn cooking

### **Difficulties of Understanding Tenses**

No	Incorrect Form	Correct Form
1.	..... One day, the king of the jungle is asleep	..... One day, the king of the jungle was asleep
2.	.... Sorry, I can't,I was low on cash right now	..... Sorry, I can't,I am low on cash right now
3.	..... you do not needed a visa for your business meeting	..... you do not need a visa for your business meeting
4.	..... when you arrives in the USA you must show	..... when you arrive in the USA you must show
5.	..... how to stays safe during	..... how to stays safe

	the coronavirus pandemic	during the coronavirus pandemic
6.	.... I used to get up every morning and go to the beach.....	.... I used to get up every morning and went to the beach.....

The nature of the questionnaire is open and structured questions. The researchers found four different types of sentence fragments in their compositions. From the questionnaire that already answered by the participants, the researchers can conclude that the source of the errors is because the participants have lack of knowledge to fully understand English as a foreign language, especially in understanding grammar rules. This error is recognized as Intralingual Errors.

### Conclusion

Sentence fragment is become incorrect grammar that made by students in writing paragraph. The phenomenon representative of their knowledge in aspect grammar, meanwhile grammar as one of item in writing, when write a paragraph need some process one of that process is evaluation. Process evaluation become a feedback during teaching and learning process especially in writing skill. By focusing in the sentence grammar, it is hoped that the students are able to reduce the incorrect grammar and produce meaningful written paragraph.

From the first study data the researcher showed the most common fragment found in their subject and complete verb are omitted is the highest, the second position is a dependent clause fragment is the second, the third rank is the verb is omitted and the last position is the subject is omitted with. Moreover the second data was taken from questionnaire showed that the incomplete knowledge of english is the source of student's errors such as the lack of vocabularies that causing difficulties in translating word into a proper English sentence or just having difficulties translating sentence into a proper form and difficulties of understanding tenses

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