

## **An Analysis Of Sentence Fragment Written By The Tenth Grade Students Of SMA Swasta GKPI Padang Bulan Medan**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui tentang beberapa ragam penggalan kalimat yang ditulis oleh Siswa Kelas X SMA SWASTA GKPI PADANG BULAN. Penelitian ini dilakukan dengan menggunakan metodologi penelitian deskriptif kualitatif. Populasi dalam penelitian ini adalah siswa kelas X SMA SWASTA GKPI PADANG BULAN MEDAN yang terdiri dari satu kelas yang terdiri dari 35 siswa. Ada tiga puluh lima siswa yang dijadikan sampel dari kelas X-2 dalam penelitian ini. Untuk mendapatkan hasil kerja siswa, penulis meminta siswa untuk menulis penggalan kalimat. Setelah itu, penulis mengumpulkan dan menggarisbawahinya. Hasil dari penelitian ini adalah pancuran penggalan kalimat yang dibuat oleh siswa dalam penggalan kalimat. Menjadi empat jenis, yaitu: Data Fragmen 1 Subjek yang Hilang (25%), data Fragmen Fragmen 1 (20%), -Ing data Fragment 1 (15%), data Dependent Clause Fragment 1 (22%).

**Kata kunci:** Kalimat, Fragmen, Tulisan

### **Abstract**

The purpose of this study was to discover about several varieties of sentence fragments are written by The Tenth Grade Student of SMA SWASTA GKPI PADANG BULAN. This study was carried out utilizing descriptive qualitative research methodology. The population of this research is the tenth grade at SMA SWASTA GKPI PADANG BULAN MEDAN which consist of one classes which consist 35 students. There are thirty five students used as sample from class X- 2 in this research. To get the results of students work, the writer asked students to write a sentence fragment. After that, the writer collected and underlined it. The result of this study shower of sentence fragment made by the students in sentence fragment. Into four types, they are: Missing Subject Fragment 1 data (25%), Phrase Fragment 1 data (20%), -Ing Fragment 1 data (15%), Dependent Clause Fragment 1 data (22%).

**Keywords:** Sentence, Fragment, Writing

### **INTRODUCTION**

Language may be seen of as the nature of human criteria, used to communicate the overflowing of one's heart by speaking in real time. People use language to identify and transfer information to one another, to express ideas to others, and to develop good

relationships and engage with others. They also understand that language is a tool to bring and inform culture, to introduce their identities to others, and to build positive interactions. Foreign language is a language indigenous to another country, it is also a language not spoken refereed in Indonesia the first foreign language is English. Almost all the people around the world use English to communicate. According to Bushra and Sukyna ( 2015; 154) “ sentences fragment is part of sentences that lacks of subject or a verb and present an complete thought as it only consist of a “ fragment” of although and therefore delivers and Inco system thought which leads to confusing the reader”. There is some research about sentences fragment that has been studied in different object.

In this research the writer used descriptive research. The result of this research showed from 98 sentences, there are 7 types of construction found in the six thesis abstracts of qualitative research of English Education Department of UIN-SU MEDAN UNIVERISITY. Besides that, the writer found 14 sentences fragment consists of 1 dependent clauses fragment 11 fragment fragment missing a subject missing a verb or a part of verb that include a tense and 2 Fragment missing a subject. The second research by Sriyatini (2019). Through the writer tries to analyse sentences fragment in student SMA SWASTA GKPI PADANG BULAN MEDAN. The errors about sentences fragment made by student will be analysed by using the theoretical framework proposed by Oshima and Hogue (1998), which consist of sentences fragment. Finally, the writer conducted the research dealing with writing errors on sentences was identified types of sentences fragment and investigated the most dominant sentences fragment in the students writing.

## **THEORITICAL FRAMEWORK**

According to Chalker and Weiner (1996:177), grammar refers to a language's complete system, containing syntax, morphology, semantics, and phonology. Other popular definitions contain a language's structural principles but ignore vocabulary, semantics, and phonology. Whether a definition of grammar primarily includes structural characteristics or also includes semantics and functions is highly dependent on contemporary attitudes toward language and learning. This will be demonstrated later in this study by examining some of the many methods to grammar instruction throughout the last century. The term grammar can also refer to a book that contains grammatical rules, or it can refer to an individual's application of the rules. This writer does not focus on the two topics, instead focusing on grammar as a language system and how grammar is employed for communication and meaning.

### **Part of Speech**

Oshima and Hogue, (1998:155) States that a sentences or part of word that contains a subject and a verb and expresses a complete thought.

1. Nouns: - common nouns; names of people, places, or thongs of any kind
  - a. A proper noun is one that relates to a specific person, place, or object.
  - b. Mass noun; refers to an uncountable quantity such as time, dust, labour, or wealth.
  - c. A collective noun refers to a collection of people, places, or things that are considered to be a unit – committee, class, navy, band, family, etc.



Finally, and in the meanwhile, similarly. However, incidentally, instead of additionally, nonetheless. Next, but otherwise, it's the same as before. As a result, there is beyond a doubt

- h. Preposition introduces a word or group of words made up of one or more nouns or pronouns, or a phrase or clause that functions as a noun in a sentence. Prepositions that are often used as before, behind below under beside between beyond by concerning despite down during except for from in within Into like near of off on onto out outside.
- i. Conjunctions are words that connect single words, phrases, clauses, or sentences. Coordinating conjunctions include and, or, but, nor, for, so, yet - Correlative conjunctions include and, or, but, nor, for, so, yet. Both.....and either... or neither... nor Not only...but also whether.....or just as...so

### **Sentence Fragment**

Sentence fragment is an unfinished sentence, a phrase or clause underlined as if it were a whole sentence, is known as a sentence fragment. Because it lacks a subject or a finite verb, a sentence may be incomplete. Verb that changes form to indicate person tense and number.

Example:

Many astronomers now assume that galaxies are grouped together in clusters. Even super cluster complexes have been observed. [Subject missing]. Researchers are working on various of studies. All suggesting that a predisposition to alcoholism may be inherited. [Finite verb missing]. The streets of many large cities are home to increasing number of homeless people. Mental or physically ill and unable to find shelter. [Both subject and finite verb missing]. introduced by a relative pronoun or a subordinating conjunction Bishop Desmond Tutu was awarded the Nobel Prize, for example. Because he fought to abolish apartheid (introduced by subordinating conjunction) (introduced by subordinating conjunction)

When readers cannot see where sentences begin and end. They cannot understand what you have written. For instance, it is hard to establish which independent phrase the fragment in the following belongs to.

- 1. A sentences must include a subject
- 2. A sentences must have a finite verb

Unless it is an inquiry, a sentence cannot have a single phrase that begins with a subordinating conjunction. It can't be made up of just one clause that starts with how, who, which, where, when, or why.

Sentences Revision Techniques Fragment

- 1. Join the fragment to a sentence that is next to it.

*Fragment*; According to German Legend. Lohengrin is the son of Parzival and a knight of the holy Grail.

*Revised*: According to German Legend, Lohengrin is the son of Parzival and a knight of the Holy Grail

- 2. Fill in the blanks with the missing subject and/or finite verb.



## RESEARCH METHODOLOGY

The study employed a descriptive qualitative research approach. "Qualitative research is a word with different connotations in educational research," according to Borg and Gall, referenced in Siti (200:171). "Qualitative research is exploratory," according to Creswell (2009:22), and "helpful when the researcher does not know the essential factors to study." The process of descriptive qualitative research include gathering data, organizing it, and interpreting it. Description is the focus of qualitative research. The students were in charge of the data analysis. The focus of this study will be on students in the tenth grade at SMA SWASTA GKPI PADANG BULAN MEDAN. There were 35 pupils in each of the one classes. The writer used one tool to elicit the phrase fragment while collecting data. The following table (4.1) is the students writing Sentence Fragment.

**Table 1. The Data of made by students writing Sentence Fragment**

NO	SU	SENTENCES	FRAGMENT			
			M.S.F	P.F	ING.F	D.C.F
1	A.P	<b>One day, because his parents went to neigh boring village.</b> Seruni wet to the field alone.				
		She walked slowly toward the lake toba <b>to go away from her parents.</b>				
		<b>A young man, who was his cousin.</b> Gave in by her parents with her.				
2	S.U	The man invited girl. <b>To live in his house.</b>				
		The seven girl already bathed. <b>And took shawl at cupboard.</b>				
		She ordered as same as the food which is given to queen yesterday. <b>Cake and fruits.</b>				
3	L.S	Maling kundnag is a responsible man. <b>Always thinking about his life and mother.</b>				
		<b>Before going to big city.</b> He say goodbye to her mother.				
		Maling kundang already go to city. <b>Big and crowded.</b>				

4	T.S	<b>He is a poor man. And lived alone at his house. One day, he want to caught the fish and bought the material to caught fish.</b>				
		<b>After he waited a few minutes. He get a fish.</b>				
		He also promised to kept her. <b>In every conditions.</b>				
5	R.G	One night, the mouse and the cat foud a big pot of chese. <b>Then were so happy about it.</b>				
		<b>Because he want to eat the chese in the attict.</b> Of course, the cat lied again. There a was only a half of the chese left.				
		<b>When the winter came.</b> The mouse finally foud out that there was no chese left. He finally realized that the cat had lied to him all the time.				
6.	J.S	The mouse was very disappointed. <b>And went at the same time.</b>				
		After phinocio arrived at home. His grandmother asked with him phinico tell a lied.				
		He realized very kind to help everybody. <b>And promised to didn't live again.</b>				
7.	Y.P	<b>When the sun down and the days there for dark.</b> The little girl panic and to the old woman.				
		She woke up and listen little voice in the tree. <b>And heard the voice of the ant.</b>				
		She searched woods in the jungle. <b>Then found the old woman.</b>				
8.	D.L	Next, he took an old piece of cloth. <b>And sewed it into a dress for the doll.</b>				

		The princess promised to love him. In all the weakness and strangeth.				
		<b>Because the takatuliang had presented everything he had.</b> The princess decided to marry him.				
9.	D.C	<b>After he worked.</b> He washed his hands and ate with his family.				
		She threwed the ring. <b>And also slammed the door.</b>				
		She brought many equipments. <b>Like spoons, hammer, salt and creese.</b>				
10	M.P	She worked in the market. <b>To help het mother.</b>				
		He ran so fast. <b>To be winner of that competition.</b>				
		He was tired. <b>Running on street.</b>				

Note :

- M.S.F : Missing Subject Fragment
- P.F. : Phrase Subjet
- ING F : Ing Fragment
- D.C.F. : Dependant Clause Fragment
- S.T. : Students Name

### Missing Subject Fragments

Text: The seven girls already bathed. **And took shawl at cupboard**

This sentence ha sentence fragment, because there is no subject in the second sentence. If want to combine the sentence become one sentence, it has to omit the point mark and change capital letter A on "and" become small letter "a" (and to and)

Revised: The seven girls already bathed and took shawl at cupboard

Another option to fix this problem is to put the subject in the second sentence and leave out the conjunction "and".

Revised: The seven girls already bathed. They took shawl at cupboard

He ate all the menu. **And ate it by himself**

This sentence has sentence fragment, because there is one subject in the second sentence. If want to combine the sentence become one sentence. It has omit the point mark and change capital letter "a" (and to and)

Revised: He lived with a mother and worked to fish in a coastal area beach.



Another option to fix this problem is to put the subject in the second sentence and leave out the conjunction "and."

Revised: He lived with a mother. He worked to fish in a coastal area beach

### **Phrase Fragment**

She walked slowly toward the Lake Toba. **To go away from her parents**

This sentence has sentence fragment, because an infinitive phrase can not stand alone as a sentence and point mark must be deleted.

Revised: Caroline walked slowly toward the Lake Toba to go away from her parents.

Another way to correct sentence is an infinitive phrase can stand if there are subject and predicate in second sentence The main invited girl. **To live in his house**

### **Ing Fragment**

Maling kundang is a responsible man. **Always thinking about his life and mother.**

This sentence has sentence fragment, because the first one, there is no subject and verb in the second sentence, the correct this fragment is to add the subject and verb in second sentence .

Revised: Maling kundang is a responsible man. He is always thinking about his life and mother

Another way to correct sentence is omit point mark to combine the first sentence with second sentence with used comma.

Revised: Maling kundang is a responsible man, always thinking about his life and mother.

### **Dependent Clause Fragment**

One day, because his parents went to neigh boring village. Seruni went to the field alone.

This sentence has sentence fragment, because dependent clause san not stand alone without independent clause. To make this sentence becomes a correct sentence omit the point mark chance with comma

Revised: One day, because his parents went to neigh boring village. Seruni went to the field alone.

### **FINDING**

After analysing the student's writer found that there are some sentence Fragment made the students in writing sentence fragment namely: Missing Subject Fragment, Phrase Fragment, -ing Fragment and Dependent Clause Fragment. The dominant types of sentence fragment is Missing Subject Fragment, the second Plase Phrase Fragment, the third is Ing Fragment, in the fourth is Dependent Clause Fragment.

### **Discussion**

After analyzing all of Sentence Fragment, the writer 4 data show an analysis of sentence fragment written by the tenth grade students of SMA SWASTA GKPI PADANG BULAN MEDAN. That based types namely 4 data sentence fragment. The writer use analysis sentence fragment written by the tenth grade students of SMA SWASTA GKPI PADANG BULAN MEDAN for development communications more easier and understand by

every people. Expecially the author explains the thesis in school that students can red understand more about sentence fragment.

## **CONCLUSION**

The writer conclude from the findings of study that an unfinished sentence is referred to as a sentence fragment. Every sentence must have at least one subject and one verb, as well as expressing a full thought. Even if it starts with a capital letter and finishes with a period, a collection of words that does not do all of these things is a fragment, not a sentence. Based on data finding, the writer found sentence fragment made by students namely; Missing subject fragment, phrase fragment, -ing fragment, dependent clause fragment. The dominant writing types of sentence fragment is Missing Subject Fragment. Writing sentence fragment become the dominant, because the students the students do not understand of many usage and structural of sentence fragment. The students do not understand to put the punctuation when writing a text in right way.

## **SUGGESTIONS**

Based on the finding above, the writer would like to suggest as follows:  
Based on the problem that students faced in SMA SWASTA GKPI PADANG BULAN MEDAN, the writer suggest the following:

1. For English Department students, should study and understand sentence fragment in teaching writing skill
2. For English Teacher, should master to understand sentence fragment in teaching and learning writing in the different text and make teaching process become interesting
3. For Other Research, should do a study about sentence fragment from different perspective

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