Analysis of Sentence Fragments In Students' Academic Writing Task of English Department

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Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan pada tulisan siswa, salah satunya adalah penggalan kalimat. Penelitian ini menggunakan penelitian kualitatif deskriptif dengan jenis analisis dokumen. Pengambilan sampel data dilakukan dengan teknik purposive sampling. Sampel penelitian terdiri dari 5 partisipan, dengan jumlah populasinya 22 partisipan. Data yang peneliti lakukan adalah analisis dokumen tugas menulis akademik mahasiswa, berupa menganalisis kalimat tanpa kata kerja atau subjek, kalimat tanpa huruf kapital, kalimat dengan tanda baca yang tidak tepat, dan kalimat tanpa klausa utama atau independen. Instrumen yang digunakan dalam pengumpulan data adalah tugas menulis akademik. Analisis data menggunakan bentuk kuis oleh Arnold (2017). Berdasarkan penelitian yang telah dilakukan diperoleh tugas I < tugas II, dengan selisih total 51 skor. Konstruksi masing-masing jenis penggalan kalimat yang terdapat pada tugas penulisan skripsi mahasiswa Jurusan Bahasa Inggris Universitas Putra Indonesia "YPTK" Padang tidak lengkap.

Kata kunci: Fragmen Kalimat, Tugas Menulis, Kesalahan, Tulisan siswa, Kalimat

Abstract

This research purposed to analyze students' writing which caused many errors, one of them is sentence fragment. This research used descriptive qualitative research with document analysis type. The data sampling was collected using the purposive sampling technique. The research sample consisted of 5 participants with population of 22 participants. The data that researcher conducted was document analysis of students' academic writing assignments, which analyzed sentences without verbs or subjects, sentences without capital letters, sentences with inappropriate punctuation, and sentences without main or independent clauses. The instruments used in data collection were academic writing tasks of writing class. Data analysis used the form of quizzes by Arnold (2017). Based on the research that had been done, it was obtained assignment I <task II, with a total difference scores was 51. The constructions of each type of sentence fragments which found in students' writing task of the English Department of the Putra Indonesia University "YPTK" Padang did not complete though.

Keywords: Sentence Fragments, Academic Writing Tasks, Errors, Students' Writing, Sentence

INTRODUCTION

Creating good English writing task will take much time and concentrated practice to express an idea and thought in written form. The process of writing not only needs a good and an accurate language but also the effective organizing of information. Writing has

complex process such as finding topic and main idea. By writing, someone can express their idea, thought, and feeling. Kaur et al., (2017) emphasized that writing is considered as a complex and challenging activity for students, and for the lecturers, they must focus on grammatical concepts for communication of meaning. It means that grammar is necessary in writing and takes an important aspect in writing.

Based on researchers' experience in observing students' of English education department, most of the students did errors in their writing because they think that foreign language has same structure with their native language. Besides, error is considered as students' mistake at learning language because the comprehension of the grammatical rule related to the students' skill. Mourtaga (2004, in Abushihab, 2014) said that error and mistake are different understanding; an error cannot be self-corrected and it is caused by the learners while a mistake can be self-corrected.

On the other hand, student's errors may due to the lack of students' motivation or interest in learning English. It is important to connect the meaning of idea already written. Moreover, in writing, students must be looking at the correct grammar. The students with a problem in writing may have difficulties in one or more aspects of writing such as the proper of grammar because it organizes the language then the meaning of the sentence would be clear and understood.

There are common errors found in students' writing, such as apostrophe, coma splice, run-on sentence, misplaced modifier, clauses and sentence fragment. Sentence fragment is one of common errors that complicated for the students. Fine (2010, cited in Bashir et al., 2016) claimed that sentence fragments is a group of word that cannot stand as a sentence even added by capital letter and end up with punctuation. Moreover, an incompetence student in the English language leads to limitation in students' understanding grammar. The students who take English Department at a university level must have a good understanding in writing task.

In fact, they still make an error in their writing that is sentence fragment. Sentence fragment is really needed to analyze since it is deal with clause and phrase. Both clause and phrase are really important in a sentence. Every English sentence must have main or independent clauses. As mentioned by Jean (2002, in Bashir et al., 2016) that a fragment is incomplete sentence, phrase or dependent clause that belong to preceding sentence. Based on the interview with some students, they stated that they ever heard about sentence fragment and they know the definition of fragment yet they do not know in detail what fragment is. Last, this research is conducted to analyses the sentence fragment found in students' writing tasks of English Department of UPI YPTK Padang.

Academic writing is, essentially, the kind of writing that has to do by the students of the University for the Academic Activities courses. Many experts claimed academic writing, in general, plays a major role in higher educations which are both in student understanding of the course and the consequent assessment of student knowledge in making academic tasks (Pawliczak, 2015). Moreover, academic writing becomes a form of evaluation activity that asks students to demonstrate knowledge and to show the proficiency of the students with certain disciplinary skills of thinking, interpreting, and presenting the academic writing task (Irvin, 2010 and Bailey 2006). In general, the forms are mostly factual texts in academic writing text such as explanation text, descriptive report, and discussion text.

The academic writing assignments as generally counted as essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, an informative essay, position paper, that all of these assignments have the same goal and principle. However, academic writing also challenges students' with it is complexities an activity, especially when the topic is already difficult to understand as mostly occurs in academic scientific texts (Halliday, 1993; Gopen and Swan, 1990; Fang, 2005). Furthermore, academic writing assignment is students' opportunity to explore something that interests in courses (Whitaker, 2009). Thus, Dayat, (2019), claimed that students needed to practice on writing to have good skills in writing. Moreover, academic writing lets students' express the ability to express the ideas and understand the study of what the paper is about. It means that students have the

opportunity to write what would be written and explore students' abilities. Besides the students have empty pages to express the ideas of understanding, and the readers have an interest in reading what writing students have made as a form of student success in writing.

In this research, the academic writing task is required as the assignment for the researcher analyses. Thus, Dayat (2019) stated that, writing task as assignment giving students' experience in during produce writing. De Poel & Gasiorek, (2012 in Husin and Nurbayani, 2017), categorize academic writing as a prominent component of academic discourse which may take several different forms, including essays, projects, lecture notes, and theses.

Error analysis is one of the most influential theories of Second Language Acquisition. It deals with the difficulties which the students of the second language are facing on the process of learning target or new language in addition to their mother tongue. Richard and Sampson (2012) state that error analysis as "a subsequent attempt by linguists to rectify what was seen as an overly theoretical approach to language learning evolved after Contrastive Analysis to facilitate the closer study of different features of language more than contrastive approach." Thus, the early pioneering studies of second language concentrate more on the interference within the framework of contrastive analysis in which to some extent ignore errors that did not fit systematically into first language or target language system as in the work of Nemser (1971) and Briere (1968), both whom acknowledged the existence of some features which believed to be not in either the first language or the target language.

Corder (1973) suggests that linguists should concentrate on the study of the process of language acquisition and the various learning strategies learners may face especially when dealing with a new system of language rather than their mother language. James (1998) in his view sees Error Analysis as "a process of determining the incidence, nature, causes and consequences of unsuccessful language". He explicitly elaborates that it is paradigm which involves describing „independently" or „objectively" a comparison of learners L1 and the TL itself, so as to locate mismatches. As an applied phenomenon it deploys the use of a set of procedures for identifying, describing and explaining learners" error. Importantly, a great deal of work on error analysis was carried within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps that would be followed in error analysis.

Corder (1973) distinguishes five steps to be followed in conducting error analysis starting with:
1. Collection of samples of learners" language, written or oral.
2. Identification of errors.
3. Classification (description) of errors , is it an error of verb?
    It is an error of spelling and so forth.
1. Quantification of errors.
2. Error evaluation (method of error diagnosis).

Errors are diagnosis in other word "etiology" implies ascription or explanation, and tracing errors to their causes. Error diagnosis deals with the language as a systematic which is ruled by principles. It concerns with what actually causes the error in the principles and that of the analysis of such errors usually for remedial purposes.

METHODS

Qualitative is research procedure that produces descriptive data in the form of speech, writing, and observed behavior of a person, group, or community; Bogdan and Biklen, (1992) in Rahmat, 2009). Moreover, Qualitative research is direct research to understand the context of the emergence of descriptive events from evidence obtained through a process that supports the purpose of this study. Besides, the researchers use a qualitative research method to analyze the documents systematically and precisely that would be related to the purpose of this research.

Descriptive research that also conducts in this research is to describe the object or subject studied to find out the condition of a situation, and the quality of one's performance.

Kiran (2010) stated that descriptive research was designed to obtain information that is concerning the current status of phenomena. Furthermore, Descriptive-Qualitative research in this study is purposing to find out how to analyze students' sentence fragments in writing skills on the Second-academic year of English department students of Putra Indonesia University. This research was regarding to conduct collecting the data, analyzing the data, and drawing a conclusion based on the data analysis.

The participants were 22 students of second-years. Purposive sampling was used in this research. According to Patton (2002), Purposive sampling is widely used in qualitative research for the identification and selection of participants in rich cases related to the study. This involves identifying and selecting individuals knowledgeable with the study, by Cresswell and Clark, (2011). Furthermore, purposive sampling is a way in research conducted where researchers determine the criteria regarding what participants can be selected as samples.

The classroom observation was conducted since the focus of this study analyzing how sentence fragments to increase students' writing skills.

Then, interview in this research aimed to provide a more complete picture and give detailed information about students' perspectives of sentence fragments. To obtain further information related to the research questions the interview was conducted to five students who participate as a sample in this study. It was applied to gain in-depth information that could not accessible from observation; Alwasilah (2011). The interviews were conducted after the observations finished. The interview aimed to gather more individual and personal experiences from the participants.

Technique Of Analazying The Data

1. Observing

   According to Stake (2010), observing is the way that the researcher getting information directly. In the other words, observation is an activity carried out to obtain information about the object of research in the form of activities and participants. Observing reading class activity and implemented their knowledge, especially their understanding of sentence fragments on writing practice task, it has been the data analyzed in this research.

2. Identifying

   Calculations are needed to identify the data in this study. Rahmat (2009) states that qualitative research sometimes requires the numbers to help identify and describe the phenomenon of the study. Moreover, the form of writing "quizzes" by Arnold, (2017) is adapted to identify the documents. The quiz was made with the table, which focused on spelling, punctuation, capitalization, organization, and paragraphing. The range of performance for each category is measured in points. For no errors, the students received ten points, for one to three errors, the students received seven points, and for four to six errors, students received five points. If there were seven to nine errors in the category, students received two points and no points if there were ten or more errors. The students were able to receive up to ten points for each category, giving them a total of 50 points, totaling 50 points out of 50 points, equaling a grade of 100%. Therefore, the grade will be a decimalized percentage of points. The purpose of this discrete rubric is to assess the students' improvement or lack of in a writing activity.

3. Comparing

   The researcher compared every document based on the total points of the students' task to find out the increasing of students' writing ability based on students' comprehension after reading an English journal. To calculate the percentages of significant increase in task I and task II, the researcher counted with formula as follows:

   $$\%Task\ I = \frac{Total\ Task\ I}{50} \times 100\%$$

   $$\%Task\ II = \frac{Total\ Task\ II}{50} \times 100\%$$

   % increase = %Task II- %Task I (***Arnold, (2017)***)

4. Analyzing

The researcher need analyses one by one the data collecting from the students to find out the increase of used English journal on students' writing skill by a form of writing quiz.

FINDINGS AND DISCUSSION

This research only focuses on five criteria such as spelling, punctuation, capitalization, organizing, and paragraphing.

1. Spelling

Spelling means the form of the words that describes the sound and has meaning.

2. Punctuations

Meaning and clarity emphasis in sentences refer to punctuation. Punctuation marks are used to arrange and organize writing in text. The most common punctuation marks in the English language are capital letters and periods, question marks and exclamation points, commas, colons or semicolons, and quotation marks. Capital letters (C, G) and full stops are used to mark the beginning of a sentence and we use full stops to mark the end of a sentence

3. Capitalization

Capitalization is the writing of words at the beginning of a sentence starting with a capital letter and followed by a lowercase letter so that it has a different writing system.

4. Organizing

Organization in writing is how the ideas are presented to form sentences. Organization refers to the larger part of a piece of writing and also refers to how paragraphs and sentences are written. Organizational activities are also referred to as the flow of writing that affects how readers interpret the ideas that have been written.

5. Paragraphing

A paragraph is a series of sentences that are interrelated and developed to form a central idea, which is called a topic. Besides, paragraphs are also described as sentences or a group of sentences that support a central and unified idea. Moreover, the determination of the score for each category studied was adapted from the form of writing "quizzes" by Arnold, (2017), and the analysis of this study was used comparing a task of students, which both of them had to explain in the previous chapter.

Students' writing task

This section discusses students' academic writing tasks. The researcher analyzed the students writing tasks in the learning process. The tasks that the researcher examined was in the form of final project, which is a continuation of the title and chapter I that the participants had made previously.

Task I

The first assignment, which the researcher has analyzed, was the individual assignment of participants who have been chosen based on considerations from previous questionnaires and interviews. There were 5 participants whose writing assignments were in making literature review of the task. The following is the fragments form of the assignments from each participant and discussion of the research that the researcher has done.

Table 1. The description of students' writing task 1

Partici pant	Name	Title	Content	Explanation
A	FK	Students' Speaking Anxiety in An EFL Classroom at SMA Negeri 1	Hoe (1) you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is a communication therefore (2), the speakers are required to be able to express what they	Fragment 1 showed that "Hoe" (1) was an incorrect spelling, the spelling "Hoe" must be replaced with the correct spelling "How". Next, The sentence

			want to say in order to convey the message. Burton state (3) that the main feature of speaking is the way in which the talkers allow on another to have their say by the series of signal, given by tone of voice, and hand gesture or a facial expression. According to Brydon, (4) speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public.	"based on that opinion, speaking is communication, therefore" (2) has an organizing error so that the sentence does not convey a clear meaning. In the paragraph (3) "state" should be change into states and in paragraph (4) does not give a clear composition and form of writing, so the paragraph does not convey the reinforcement of the meaning and purpose of the sentence.
B	LJ	Improving Students' Listening Skill through Song	According to Bantley and Bacon (1996) (1) listening is the process of obtaining, creating meaning form, and responding to oral and or nonverbal message. Olsen (2018) (2) listening is the most important part in all communication. Without ability in listening, a message that is conveyed by speaker can causes misunderstanding. (3) Listening skill is one of skills must be mastered in foreign language learning. (4) The skill is not passive process, but it includes active process. As Purdy and Deborah (1997) stated that listening is an active process. Listener and speaker try to reduce misunderstanding, validate their understanding, and coordinate their activities when they listen. Therefore, listening skill is quite difficult to be learnt. (5) For EFL learners, are very important to make effort improving their listening skill. (6) According to Kanu (2009) (7) defined recognizing and combating the various obstacles to listening is a step in improving listening abilities.	Fragment 2 in task I by participant B showed the error of punctuation in (1) and (6) (7) which must use punctuation as a form of the correct writing method. Next, in the sentence (2), (4), (6), and (8) there is an organizing error, so the meaning of each sentence is not clear. Moreover, in paragraphs (3) and (5) some sentences are written that do not clearly describe the delivery of the written form of the paragraph.

| C | YZ | Improving vocabulary skill with method of reading and memorizing five new vocabularies every day | Students interest (2) is the students feel happy to learn about somethimg. (3) They will still focus and always give question about something that they do not understand. The students have the high interest will do anything to understand about the study that they studying in the class, they will always find the new information about the subject and they will can explain about it. According to Saswandi (2014) (4) students interest (5) is a tendency to pay attention and remember some activity. It can be explained that the students interest is the students give attention about the teacher teach material in the class and the students feel enjoy to do their ctivities (6) that given by the teacher such as discussion, question and answer. So that the students will understand about the material and they will remember it. Ubale, Nasir, Abdullah (2015) (7) students' interest is assumed as a mental stand of commitment, skillful in the moment, and a tendency to involve constantly in specific nations, preceedings, (8) or thing over time. It means, that the students interest is the students condition (9) that have interesting about something and they always looking for the information the subject that they want to know and they will try to understand about it. | In fragment 3, it could be seen that the use of punctuation in (2), (4), and (9) are important to explain the status of the sentence, which is to gain meaning of the sentences. And also, the used punctuation in (4) and (7) are need as a form of a correct cited in a sentence. Moreover, in this fragment on task I, there are many errors of spelling of (1), (3), (6), and (8), so that every word didn't have a correct meaning to explain the sentences |
| D | AM | "Improving vocabulary skill with method of reading and memorizing five new vocabularies every day | According (1) to Cameron (2001: 95), vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse and is essential to participating in it. Based on statement above vocabulary is a basic part in the language, the vocabulary is very needed to learn so we have to | The sub-title in fragment 4 is incorrect form because it does not use capital letters at the beginning of each word in the title. The correct rule for writing titles is the beginning of each word should be written in capital letters. Besides, |

			increase the vocabulary to facilitate the use of language. (2) Through vocabulary learning, (3) we can do good participation in the usage of language, whether we use vocabulary to make a good sentence to be spoken orally or to be written. Students must have a lot of vocabularies to facilitate the interaction with others. Students who have sufficient vocabulary be applied in making good language, (4) they will be more confident and easier to convey ideas in a controlled vocabulary. It is based on definition of Linse (2005: 121) (5) that vocabulary is the collection of words that an individual knows.	the word (1) and (6) also should be used by a capital letter, because it is the beginning of the paragraph. Moreover, there is an error in punctuation "Linse (2002: 121)" which used a comma as indicated a correct cited in the sentence. Besides, the sentence (2), (3), (7), and (8) was contained organizing errors, so the sentences in the paragraph become uncorrected
E	VF	"Improving Students' Speaking Skill by Using Problem Based Learning (PBL) Model"	This section discusses the definition, the characteristics, and the schema of the PBL process in teaching, as well as the teacher"s (1), and student"s (2) role in PBL. 1.Definitions of PBL Baded and Major (2004) (3) explain that the problem based learning (PBL) is an approach in which the students to develop metacognitive skills and to expect students in use reasoning abilities to solve complex problem. Tan (2003) (4) says that PBL includes the life-wide learning goals of self-directed learning, information-mining skills, collaborative - team learning reflective and evaluative thinking skills. On the other hand, Torp & Sage (2002) said the PBL is a powerful strategy for curriculum, instruction and assessment that rich foundations both in experiential learning theory and philosophy at the professional school level. Pursuant to Delisle (1997, p.7) (5) explained that "the (6) problem based learing (7) can work well with all students, making ideal strategies for	Fragment 5 showed some errors. first, the error in using punctuation in (1) and (2) which should be changed to "teacher"s" to " teacher's ", and also in (3), (4), and (5) must be given a comma, so that the writing of cited becomes corrects. Second, the error of spelling in words "learing" (7) and collaboratovelvy "(8), which makes both words meaningless. Next, the other mistake in this fragment is the use of a capital letter in "the" (6) that should be changed to "The". The last error in this fragment is organizing and paragraphing in (9) so that the series of sentences in the paragraph does not describe the correct form of writing

| | | | | heterogeneous classroom where students with mixed abilities can pool their talents collaboratovelly (8) to invent a solution" (as cited in Tan 2003, p. 30).
In consequence, the problem based learning is an approach can develop students abilities in learning, students learn to find the information based on the real world problems, and learn from their experience to work in group and how to solve some problems. (9) | |

Comparison of task I and task II

The academic writing task from five participants of English department students who have been analyzed in the sections of finding task I and finding task II showed different results. The most of participant in Finding task II in academic writing task has high scores which compared with finding task I. The scores obtained by each participant on writing tasks carried out based on the research focus have been calculated using the "quizzes" form by Arnold (2017) which was explained in the previous chapter.

The following is an explanation of the scores received by each participant:

Participant A in task I, there were no errors in used capitalization and punctuation, so it is got a 10 points. In spelling and Organizing, there are has 1 error so that this categorize got a 7 points. The paragraphing has 2 errors and got 7 points. The total points of academic writing task I by participant A is 41 points. In task II, participants A has an increase in academic writing skills, which has been seen based on the task that the researcher was analysis. The spelling, punctuation, organizing, and capitalization have 10 points based on calculations that have been done because there are no errors in the task. The paragraphing has 1 error with got 7 points. The total points in the second assignment by participants A is 47 points.

Participant B, based on the analysis that has been done, there are no errors in spelling and capital letters with got 10 points. On punctuation and paragraphs have 2 errors in each category with got 7 points that have been determined. The last categorizes is organizing that has 4 errors and got 5 points. The total points on the writing task of participants B in task I is 39 points. The writing task II of participant B, it was counted that the number of errors in writing task II has increased. The spelling, punctuation, and capitalization got 10 points because there were no errors on the task. Next, the organizing has 2 errors which are got 7 points. The last categorize is paragraph had 1 error and got a 7 points. The total score in the second assignment is 44 points.

Participant C showed that there are more than 10 errors in the spelling and punctuation in this task, so the point obtained by participant C is 0. Next, the capitalization has 2 errors and got 7 points. Moreover, paragraphing has 3 errors and got 7 points. The last categorize is organizing which has 4 errors to got 5 points. The total points of participant C in this writing task I are 19 points. The second writing task of participant C that has been written is shown, there has been a thorough improvement. The high increase is on spelling, punctuation, and capitalization with got 10 points based on the analysis that has been done. Organizing and paragraphs have 3 errors with 7 points. The points total in task II by participants C is 44 points.

According to participant D which has been analyzed, there are no points on the use of capital letters because there are many errors in the task, especially the capitalization in

written the titles. The 10 points are generated in spelling because there are no errors contained in this section based on the calculations that have been made. The punctuation marks get 7 points with 2 errors. Next, the paragraph has 1 error to get 7 points. The last categorize is organizing which has 6 errors with got 5 points. The total score of participant D on the writing task I are 27 points. In the second writing task, participant D shown a high points. It can be seen that there has been a decrease in the number of errors in the task being performed. In this second assignment, Spelling, punctuation, and capitalization have 10 points based on the calculations that have been made. The Organizing has 3 errors with 7 points and paragraphing has 1 error which got 7 points. It is counted that the total points in the second task of participant D is 44 points.

The participant E in this research showed got 5 points on spelling, organizing, and paragraphing with 5 errors. The punctuation marks have 7 errors with 2 points it is because there are many errors in used punctuation marks in the task. The capitalization got a 7 points because has 3 errors in the task based on the results of analyzed. The total points of Participant on the writing task I are 24 points. Moreover, based on the second writing task which is has been done by participants E. It can be seen that the number of errors has been reduced based on the total errors in the written task.

It could be seen that spelling and capitalization got 10 points based on the calculations that have been made in this second task. The organizing and paragraphing have 7 points which have 2 errors. And the last is punctuation which has 3 errors with 7 points. The total points obtained in the second task of participants E is 31 points.

After analyzing and calculating students' writing tasks by the participants from English Education Department students, the second question of research about what is the significant of sentence fragments to be the factors of academic writing skills for English Department students is answered. Student assignments used as the results of this study have been calculated using the form of writing "quizzes" by Arnold (2017), which showed by the table.

Table 2. The whole points of students' writing tasks

No.	Name	Task 1	Task 2	% increase
1.	Participant A	41	47	12%
2.	Participant B	39	44	10%
3.	Participant C	19	44	50%
4.	Participant D	29	44	30%
5.	Participant E	24	31	14%

Based on the table, it is shown that all students achieved an increase in their writing ability in writing tasks, the result is seen based on the comparison of Column Task 1 and Column Task 2 which shows a different points. The students' score on task 1 was lower than the point on task 2 which indicated a higher point. The presented range between task I and task II showed a 10% - 50% increase. The totals point of task I is 152 score and task II with 210 points; the quarrel of the score is 58. Based on the result, it can be seen that the writing task ability of the students has increased after a calculation was carried out based on writing "Quizzes" by Arnold (2017).

The percentage of students' improvement in writing skills might be seen from the percentage column increase which shows the amount of improvement with a fairly high percentage. Finally, based on the data from the table, it can be concluded that students' writing skills have increased in writing tasks.

CONCLUSION

The result shows that most of the participants' points are increase. It can be seen the results of the comparison of points between the task I and the task II, the students got a high point in task II more than the s point in task I. The percentage increase in the points is in the

range of 10% - 50% from the first assignment to the second assignment, because students are focused on sentence fragments in the writing class and interpreting their understanding. Hence, in writing class, it can be seen from the results of students' tasks, where students corrected many mistakes on the first assignment so that the second assignment achieves a higher score. Therefore, it was concluded that the students' comprehension in writing task would have increased. The students realized that writing is an important activity as a student's university. Based on this research, sentence fragments are one of factors affecting students' understanding and increase students' writing ability. The students learned how to make an academic task correctly with the rules and structure of academic writing tasks.

This research will give contribution to students' writing task to pay attention to sentence fragments. It's also as guide for students' writing process and produce good writing task. The researcher wants to do another research with different scope but also focus on education.

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