
**Analyzing the Sentence Fragments Found in the Students' Essays
(A Descriptive Study at the Fourth Semester Students of
Sawerigading University of Makassar)**

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ABSTRACT

This research is aimed to find out the sentence fragments and ranged the dominant Sentence fragments made by the students of English Department of Sawerigading University of Makassar in Academic Year 2020/2021 in their essays. This research used a Quantitative Descriptive Analysis that consisted of identifying, classifying, and quantifying. The instrument of this research used archival data of essay writing final examination which consisted of 62 essays from 2 classes of Fourth Semester Students of English Department at Sawerigading niversity of Makassar in Academic Year 2020/2021. The result of this research found 72 or 10.12% sentence fragments from 711 total sentences (62 essays) which made by the students. The total numbers of sentence fragments above consist of 13 or 18.06% of no subject sentence fragments, 44 or 61.11% of no finite verb sentence fragments, 15 or 20.83% dependent clause, and no finite verb sentence fragment were as the dominant sentence fragment made by the students in their essays.

Keywords: *the sentence fragments, essay.*

INTRODUCTION

In learning English as a foreign language, most students often feel difficult to write in English particularly expressing their ideas into written form and accuracy in constructing a sentence. Commonly the difficulties are caused by lack of exercise in academic writing and students are less of paying attention to the grammatical structure of the sentence.

The accuracy of sentence construction is very important in writing because writing aims to make the reader understand about the content clearly and does not cause confusion to the reader. Hence, knowledge about the construction of grammatical sentence should be a must for the students to avoid mistake in the writing. One of the students' weaknesses in writing is incomplete sentence or usually called sentence fragment. Sentence fragment is a sentence which does not express a complete thought and it cannot function or stand alone as a simple sentence. According to Bobrow in Basuki (2015) states that sentence fragment is a sentence which does not have a subject, verb, both of subject and verb, or usage of wrong verb.

The study of sentence fragment has become an important aspect of writing sentence because some previous researchers have conducted the researches about sentence fragment; Haryati (2013) found 14 sentence fragments in the terms of 1 dependent clause, 11 no verb sentence fragments, and 2 no subject sentence fragments in the Students' Theses Abstracts of English Department of Muria Kudus University.

The previous studies have investigated the sentence fragments qualitatively and quantitatively of different object of studies such as theses abstract, examination text of Academic Writing, and a report text. This recent study will find out the students' weaknesses in writing sentences in their essays. The weaknesses identified will be focused on no subject sentence fragment, no finite verb sentence fragment, and no independent clause found in the students' essays.

The essays are written by the students for the sake of communication, those are to show logical division, to support opinion, to make comparison and contrasting, and to show the procedures. Specifically, the researcher will explore the sentence fragments and will range the most dominant sentence fragment made by the students. Therefore the researcher carries out a research entitled “*Analyzing the Sentences Found in the Students’ Essays at the English Department Students of Sawerigading University of Makassar in Academic Year 2020/2021*”.

REVIEW OF RELATED LITERATURE

Some previous research findings have relation with this research, they are: Haryati (2013) conducted a research entitled “*An Analysis of Sentence Fragments in the Students’ Skripsi Abstracts of English Education Department of Muria Kudus University Completed in 2012*”. The result of this research show that she found from 98 sentences; there are 7 types of constructions found in the six skripsi 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 researcher found 14 sentence fragments consists of 1 dependent clause, 11 fragments missing a verb or a part of verb that include tenses and 2 fragments missing a subject.

Basuki (2015) in his research focused on the frequency sentence fragments in Students Report Text of Muhammadiyah Vocational High School of Kebumen. He found that the frequency of all sentence fragment were 27.08% (78 sentence fragments) on 24 students’ report texts (288 sentences) which consist of 51.28% or 40 sentence fragments containing no clause at all; 26.92% or 21 sentence fragments containing a verbal but still no clause; 21.80% or 17 sentence fragments containing of a subordinate clause but no main clause. The last, the sentence

fragments type with the highest frequency was sentence fragments containing no clause at all with 40 sentence fragments (51.28%).

This research has a similar substation that is a sentence fragment but in this research, the researcher will use students' essay which have been made by the English Department Students of Sawerigading University of Makassar.

A. The Concept of Grammar

The word of grammar has several meanings and there is no universally accepted definition. Different experts define the term of grammar differently, they are explained as follows:

Fromkin in Nirmayani (2011: 21) states that the way in using grammar differs in another way from its most common meaning. In people's sense, the grammar includes everything that speakers know about their language, the sound system called phonology, the system of meaning called semantics, the rules of word formation called morphology, and rule of sentence formation called syntax.

Leech, et-al. (1998: 3) state that grammar is something in reference to the mechanism according to which language works when it is used to communicate people's feelings, intentions, and purpose to others. Harmer (2001: 12) states that grammar is the description of the ways in which word can change their forms and can be combined into sentences in that language. Gerot and Wignel (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works.

1. Weaknesses on the Sentence Level

According to Bram (1995:25) there are four commonplace weaknesses at the sentence level which most (beginning) researchers should overcome, that are, sentence fragment, comma splice, run-on/fused sentence, and dangling modifier.

a. Sentence Fragment

A sentence fragment is similar to a phrase or a dependent clause. It is not a sentence, or more precisely, not a finished sentence. A sentence fragment is only part of a sentence that is set off as if it were a complete

sentence by an initial capital letter and a final period or other end punctuation. However, unlike a complete sentence, a sentence fragment lacks a subject, verb, and/or complete verb, or it is a dependent clause not attached to an independent clause.

A sentence fragment is a word group that cannot stand alone as a sentence but is punctuated as if it were a sentence (Abram: 2000). A fragment is difficult to understand because it is an incomplete statement. Based on College (2008), a sentence fragment is a group of words that lacks one or more of these three things. While there are many ways to end up with a fragment, almost every fragment is simply a result of one of the following three problems; It is missing a subject, It is missing a verb, It fails to complete the thought it starts.

b. Comma Splice

A comma splice is a compound sentence that is wrongly connected. It is joined or spliced by a comma. One of the English sentence rules states that two more simple sentence must not be joined by a comma to form compound sentence. Such sentences are grammatically unacceptable; they are referred to as the comma splice.

c. Run-on/Fused Sentence

Another common problem that most beginning researchers face is the run-on/fused sentence. Similar to the comma splice, the run-on sentence does not tell the readers where a sentence or ends. As a result, the readers will probably spend too much time trying to figure out intended message in the writing.

d. Dangling Modifier

The dangling modifier (DM) is a reduced clause which does not have the same subject as the main clause does. One of the two clauses that have the same subjects can be transformed to a reduce clause. Some grammarians also use the terms verbal construction, phrasal modifier, and reduced construction to refer to the dangling modifier.

2. Types of Sentence Fragment

Sentence fragments occur when phrases are punctuated as sentences even though they are not actually sentences. Often we write them when we feel we have finished expressing a thought. There are three types of errors which produce sentence fragments (College: 2008):

a. No subject

Example: I am tired of having to remind her to do things. *Tired of having to ask her to help.* The statement in italic does not have a subject; we do not know who is tired of having to ask her to help.

b. No finite verb

Example: On that warm summer evening there were parents out walking with their children. *People playing baseball at the park.* Here, the statement in italic does not contain a verb. Looked at by itself, we do not know what is being said about the people playing baseball at the park.

a. A dependent clause without an independent clause

Example: I was late for class and missed the exam. *Because the bus was slow.* The italic phrase is a dependent clause; it provides additional information about the independent clause. If we look at this statement by itself, there is no independent clause so we do not know the significance of the slow bus.

student to become capable and comfortable with this type of writing early on in her training.

Essays can be a rewarding and challenging type of writing and are often assigned either to be done in class, which requires previous planning and practice (and a bit of creativity) on the part of the student, or as homework, which likewise demands a certain amount of preparation. Many poorly crafted essays have been produced on account of a lack of preparation and confidence. However, students can avoid the discomfort often associated with essay writing by understanding some common genres within essay writing.

The purpose of an essay is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from his or her purpose; the writing must be deliberate and interesting.

RESEARCH METHOD

Considering the purpose of the research, this research is a Descriptive Research. It aims to describe the sentence fragments found in the students' essays quantitatively.

The variable of the research are the sentence fragments found in the students essays which consist of three indicators, they are, no subject sentence fragment, no finite verb sentence fragment, and dependent clause.

The instruments used in this research were archival data of Essay Writing final examination from 2 classes of Fourth Semester Students of English Department at Sawerigading University of Makassar in Academic Year 2020/2021.

Essays used in this research were considered as a raw data which were taken from two classes of Fourth Semester students of English Department at Sawerigading University of Makassar in Academic Year 2020/2021.

FINDINGS AND DISCUSSION

In this section, the researcher describes total number of sentence fragments in the students' essays made by Fourth Semester Students of Sawerigading University of Makassar. The researcher identified, classified, and quantified no subject sentence fragments, no finite verb sentence fragments, and dependent clause found on the students' essays.

1. Total Number of Sentence Fragments Found in the Students' Essays.

The researcher has analyzed 62 essays as the samples consisting 711 sentences on this research and the result can be seen on the following table:

Table 4.1. Total number of sentence fragments

Total Samples	Number of Sentences	Total Sentence Fragments	Frequency of Sentence Fragments (%)
62	711	72	10.12%

Based on the table above, the researcher has ranged the total numbers of each sentence fragments found in the students' essays. In the following table, it shows the frequency of each sentence fragments which made by the students in their essays.

a) No subject sentence fragment

The first type of sentence fragments made by the students in their essays is no subject sentence fragment and its frequency can be seen in the following table:

Table 4.2 Frequency of no subject sentence fragments

Types of Sentence Fragments	Frequency	Frequency (%)
No Subject Sentence Fragments (NS)	13	18.06%

b) No finite verb sentence fragment made by the students in their essays

The second type of sentence fragment made by the students in their essays is no finite verb sentence fragment. The researcher has analyzed 711 sentences from 62 students' essays and found 44 no finite verb sentence fragments as in the following table:

Table 4.3 Frequency of no finite verb sentence fragments

Types of Sentence Fragments	Frequency	Frequency (%)
No Finite Verb Sentence Fragments (NFV)	44	61.11%

a) Only Dependent Clause

The third type of sentence fragment made by the students in their essays is only dependent clause. The frequency of dependent clause sentence fragments can be seen in the following table:

Table 4.4 Frequency of dependent clause

Types of Sentence Fragments	Frequency	Frequency (%)
Dependent Clauses (DC)	15	20.83%

2. Dominant Sentence Fragments Found in the Students' Essays

After quantified the three types of sentence fragments, the researcher found the dominant sentence fragment made by the students in their essays is no finite verb sentence fragment. The following table shows the finding of the dominant sentence fragment made by the students in their essays.

Table 4.5. Frequency of each sentence fragment

Types of Sentence Fragments	Total Numbers of Sentences	Frequency	Frequency (%)
No Subject Sentence Fragments (NS)		13	18.06%
No Finite Verb Sentence Fragments (NFV)		44	61.11%
Dependent Clauses (DC)		15	20.83%
Total	711	72	100%

A. Discussion

After analyzed the data and classified them, the researcher intends to discuss the findings that have been investigated in this section to answer the research questions.

1. Total Number of Sentence Fragments

Based on the findings, the researcher found 76 sentence fragments from 711 sentences in the students essays or 10.68% Sentence Fragments (table 2). The data above were obtained by identified whole sentence fragments and classified them according to the three types of sentence fragments, they are:

a) No subject sentence fragment

The researcher found that from 72 sentence fragments, there are 13 or 18.06% of no subject sentence fragments (table 2.1). No subject sentence fragments made by the students consist of:

1) Starting to write sentences by putting verb.

Common definition of sentence in traditional grammar is that a sentence is a group of words that consist of subject and predicate. So, in arranging sentence, the students have to pay attention of basic formulation of sentence (S+V), except in imperative sentence because it doesn't consist of a subject (direct subject).

In this case, the researcher found a sentence which doesn't have a subject and it is not an imperative sentence, such as in the following examples:

E.g. *Get to know the culture of Indonesia.

*Not easily influenced by the others culture

In the example above, the students write a sentence by putting verb on the beginning sentence, and it cannot be said as complete sentence because there is no defined subject

2) Forgetting to put subject after conjunction.

A conjunction is the [part of speech](#) (or [word class](#)) that serves to connect words, phrases, clauses, or sentences. Conjunctions come in three basic types: the coordinating conjunctions, the subordinating conjunctions, and the correlative conjunctions.

In this case, the students write the sentence with contain coordinating conjunction “and” as in the following example:

E.g. and *is good to teach teens what it is like to work.

On the example above, the students write the sentence with combine two clause by using coordinating conjunction “and”, but at the second clause is still containing no subject after conjunction “and”.

3) Students forgot to put subject before modal.

A modal is a [verb](#) that combines with another verb to indicate [mood](#) or [tense](#). A modal (also known as a *modal auxiliary*) expresses necessity, uncertainty, ability, or permission.

Most [linguists](#) agree that there are 10 modals in English: *can*, *could*, *may*, *might*, *must*, *ought*, *shall*, *should*, *will*, and *would*. In this case, the students write the sentence which contain a modal auxiliary as in the following example:

Example:

*Should find the important points in the lesson so that students can understand the lessons easily in a short time.

On the example above, the students write a sentence by putting the modal on the beginning sentence. This explanation is almost same with the second various of no subject sentence fragment, in which there is no subject before modals. So, it cannot be said as a complete sentence.

b) No finite verb sentence fragment

The second type of sentence fragments found in this research is no finite verb. The researcher found 44 or 61.11% of no finite verb sentence fragments (table 2.2) from 711 sentences in the students' essays. The sentence fragments which made by the students consist of:

1) Forgetting to put "be" after modal.

Modal verbs are verbs which modify another verb, and imply the possibility or probability of something happening. Modal verbs are words like *can, will, could, must, would, might* and *should*.

After a modal verb, the root form of the word (bare infinitive) is generally used, the infinitive is not used after a modal verb. In this case students write the sentences containing modal verb but don't put "be" as a finite verb.

Examples:

Those are some thing that people should *done in order to keep their health.

They can *living in the population so that they can life together.

On the example above, the students forgot to put "be" after modal to make a grammatical construction of the sentence.

2) Forgetting to put “*to be*” in nominal sentence.

Nominal sentence is a sentence in which the subject is followed by a predicate which contains a copula. The copula is a form of the verb "to be". In this case, the students write the wrong nominal sentence as in the following examples:

Examples:

Kinds of education *formal education and non formal education.

The affects *very wildly.

On the example above, the students“ write the nominal sentences but forget to put “*to be*” as a connector to explain the subject, and it cannot be said a complete sentence.

3) Forgetting to put “*to be*” in progressive tense.

The progressive tense indicates continuing action, something going on now. This tense is formed with the helping "to be" verb in the present tense, plus the present participle of the verb (with an *-ing* ending). In this case, the students write the wrong sentences in the progressive term as in the following examples:

Examples:

the girl *rapidly texting on her phon

If we *feeling sad or hap

On the examples above, the students write the sentences in the present progressive tense, but they forget to put “*to be*” as a finite verb in their sentences.

Forgetting to put *to be*

4) in passive sentence.

The passive sentence is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, in [passive](#) sentences, the subject is acted upon by the verb. In this case, the researcher found passive sentence which contain no finite verb made by the students as in the following examples:

Examples:

the more kidnappings *caused by introduction through the media online.

A marketing strategy *designed to appeal children.

On the examples above, the students write passive sentence but still doesn’t contain “*to be*” as a finite verb. So, it cannot be called a complete sentence.

c) Only Dependent Clause

The last type of sentence fragments found in the students’ essays is the sentence but only consist of a dependent clause. The researcher found that from 72 sentence fragments, there are 15 or 20.83% of dependent clause sentence fragments (table 2.3). The sentence fragments made by the students consist of wrong formulation of complex sentence (Dep. Clause + (,) + Indp. Clause) or (Indp. Clause + Dep. Clause).

Examples:

Having a friend like this type will make you feel calm and peaceful.

*Because they will always give input and advice that is useful
you need it.

With the education we can get work that well. *Because
education can help us find a job.

On the examples above, Students always write dependent or sub clause after period. So, it cannot be called a complete sentence because dependent clause cannot stand alone such as independent clause.

2. The Most Dominant Sentence Fragments

The sentence fragments were dominantly made by the students or has highest frequency is no finite verb sentence fragments with 44 or 61.11% frequency from 76 total number of sentence fragments (table. 3). It shows that more than a half of sentence fragments which made by the students is no finite verb sentence fragment.

CONCLUSION AND SUGGESTION

Based on the research findings and discussion of the research in chapter IV, the researcher identified three types of sentence fragments (no subject, no finite verb, and only dependent clause) of 62 essays made by Fourth Semester Students of English Department at Sawerigading University of Makassar.

The researcher can conclude that most students at Fourth Semester of English Department made sentence fragments in their essays. The frequency of

sentence fragment is still low than the total sentence made by the students, because there are only 72 or 10.16% sentence fragments from 711 total sentences which made by the students.

The total numbers of sentence fragments above consist of 13 or 18.06% of no subject sentence fragments, 44 or 61.11% of no finite verb sentence fragments, and 15 or 20.83% only dependent clause. Then, the sentence fragment were dominantly made by the students is no finite verb sentence fragment with 44 or 61.11% frequency.

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