ABSTRACT

Siti Rahma Sari, 2312.015. An Analysis of Sentence Problem Found in Students Writing Essay at the Fifth Semester in English Departmet of IAIN Bukittinggi(2016 / 2017)

The research was done the researcher found several problems face by the fifth semester students of English education department of IAIN Bukittinggi in academic year 2016 / 2017 in writing essay. Based on the preliminary research with some students and the writing lecturer, the researcher found the problem. Some of students did not complete to write an essay. Some of students did not write the punctuation correctly. Some of students did not use the conjunction correctly. Based on the problem above, the researcher conducted the research in order to know what the types of sentence problem found in students writing essay and what the percentage found in students writing essay.

The design of the research was descriptive quantitative research. The respondents of the research were 24 students who were taken 6 students randomly from each class A, B, C, and D at the fifth semester of English Education Department in IAIN Bukittinggi. The criteria sample is the sample has been learnt to write an essay in Academic writing III. The researcher used documentation to collect the data. In analyzing the data, the researcher uses formula to find out the percentage of the data that has been collected through documentation.

The result shows that the students made some problem in writing essay. There are 5 of sentence problem were identified, they are fragment sentence, choppy sentence, run-on sentence, comma splices, and stringy sentence. Based on the formula which was used, the researcher found the percentage of students problem. The total of problem is 162 which classified into 5 types : fragment sentence 77 cases (47,5%), choppy sentence 13 cases (8%), run-on sentence 41 cases (25,3%), comma splices 23 cases (14,2%), and stringy sentence 9 cases (5,6%). In conclusion, more of the students made sentence fragment in writing essay it can be seen in each of percentage sentence problem.

Key Word : Writing, Sentence Problem

ABSTRAK

Siti Rahma Sari, 2312.015.Analisis dari Masalah Kalimat yang Ditemukan di Tulisan *Essay* Siswa Semester 5 Jurusan Pendidikan Bahasa Inggris di IAIN Bukittinggi
2016 / 2017

Penelitian ini dilatarbelakangi oleh masalah yang dihadapi siswa semester 5 jurusan pendidikan bahasa inggris di IAIN Bukittinggi tahun ajaran 2016 /2017 dalam menuli s*essay*. Berdasarkan hasil *pre-research* dengan beberapa siswa dan dosen yang mengajar writing, banyak siswa yang tidak komplit dalam menulis essay. Masalah yang ditemukan adalah parasiswa tidak menulis *essay* dengan lengkap. Para siswa tidak melengkapi tanda baca dengan benar dalam menuli s*essay*. Para siswa tidak melengkapi kata hubung dengan benar dalam sebuah kalimat. Oleh karena itu, peneliti melakukan penelitian yang bertujuan untuk mengetahui tipe-tipe masalah kalimat yang ditemukan di tulisan siswa dan persentasi masalah kalimat yang ditemukan di tulisan siswa.

Desain penelitian ini adalah descriptif kuantitatif. Total responden penelitian sebanyak 24 orang yaitu siswa semester 5 lokal A, B, C, dan D yang masing- masing kelasnya diambil enam orang secara acak sebagai sampel penelitian. Kriteria pemilihan sampel adalah sampel sudah belajar cara menulis *essay* pada mata kuliah *academic writing III*. Peneliti menggunakan dokumentasi dalam mengumpulkan data. Dalam menganalisis data, peneliti menggunakan rumus untuk mencari persentasi dari masing-masing data yang sudah didapatkan dari dokumentasi.

Hasil dari penelitian ini menunjukan bahwa siswa membuat kesalahan dalam menulis *essay*. Ada 5 tipe kesalahan dalam menulis kalimat yang diteliti, yaitu *fragment sentence*, *choppy sentence*, *run-on sentence*, *comma splices* and *stringy sentence*. Berdasarkan rumus yang dipakai ,peniliti menghitung persentasi dari tipe kesalahan. Ditemukan 162 kesalahan yang ditulissiswayaitu, *fragment sentence* 77 kasus (47,5%), *choppy sentence* 13 kasus (8%), *run-on sentence*41 kasus (25,3%), *comma splices*23kasus (14,2%), dan *stringy sentence* 9 kasus (5,6%). Dapat disimpulkan kebanyakan siswa yang menulis *sentence fragment* dalam sebuah *essay* dilihat dari persentasi tiap-tiap *sentence problem*.

Kata Kuci :Menulis, MasalahDalamKalimat

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is used as a helpful tool of written communication for human being. By writing, the writers can freely speak up their feeling, idea, knowledge, or anything that they thought in their mind. The writers can also give their opinion, argument, and tell their experience life. It means that the writers may write anything that they are interested based on what they have done or known. In short, writing is a medium to express or show about anything that the writer wants to share to the readers.

Writing appears in several types: imitative, intensive, responsive, and extensive.[1] Imitative writing is the basic skill includes the ability to spell correctly, punctuation, and very brief sentence that should be masterd by the students. Intensive writing is a skill that focuses on form of correct grammatical features, produces an appropriate vocabulary within a context, collocations, and idioms. Responsive writing is concerned about the connecting into a paragraph, creating a logically sequence of two or three paragraphs, and emphasing the context and meaning. Extensive writing is the implications the all of processes and strategies for all purposes include organizing and developing ideas logically, using details to support and illustrate the ideas, and demonstrating syntactic and lexical variety. In brief, by those types of

[1]H. Douglas Brown, , *Language Assessment: principles nad classroom practical*,2003 (San Francisco: Longman), p 220

writing, teacher may use one or more of them to measure the students' competency in certain skill based on the purpose.

In English Education Department of IAIN Bukittinggi, writing is important subject to be learned by the students. Through writing the students focuse to made a sentence, a paragraph, and an essay. When writing sentence, paragraph, and essay the students know how to used the correct grammar, suitable vocabulary, use conjunction, and punctuation. So, the students did not only focus to write, they could correct the grammar, vocabulary, conjunction, punctuation and other.

The third semester of English Education Department in IAIN Bukittinggi based on the syllabus in writing ,the students have learnet how to made clauses, types of sentence, kinds of sentence, and some conjunctions when write a sentence. Alice and Hogue state that some types of sentence and kinds of sentence.[2] Types of sentence are independent clause, and dependent clause and kinds of sentence are simple sentence, compound sentence, complex sentence, and compound complex sentence.

Meanwhile, the fourth semester of English Education Department in IAIN Bukittinggi based on the syllabus of writing II, the students have learnet about paragraph. When the students wrote a paragraph,they have to know which the topic sentence and supporting sentence. Alice and Hogue

[2]Alice Oshima and Ann Hogue, *Writing Academic English*, (New York : Longman, 1999),p.153 – 165

state three major structurals of paragraph, they are;[3] topic sentence, supporting sentence, and concluding sentence.

Furthermore the fifth semester of English Education Department in IAIN Bukittinggi based on the syllabus of writing III the students began to learn how to write essay. When they wrote essay,they can not forget the subject of each sentence. When they have been at the fifth semester, they still needed the material about writing in the third semester and fourth semester. If the students forgot, they will make some errors when they write essay, such grammar, punctuation, cojunction, and some sentence problem else.

There are some sentence problems, they are: sentence fragments, choppy sentence, run- on sentence/ comma splices, and stringy sentence. Sentence fragments are incomplete sentence or part sentences. Remember that a complete sentence must contain at least one main or independent clause. Example, "*Because some students work part- time taking a full load of course".*

Choppy sentence are sentences that are too short. Although short sentences can be effective, overuse of them is considered poor style in academic writing. Example," *Wind is an enduring source of power. Waters is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time. Windmills are relatively new*".

[3]Alice Oshima and Ann Hogue, *Writing Academic English*, ……,p.17

Run- on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation.Example, " *My family went to Australia then they emigrated to Canada"*. Then stringy sentence is a sentence with to many independent clause, usually connected with and, but, so, because. Example, "*Many students attend classes all morning, and then they work all afternoon, and they also have to study at night, so they are usually exhausted by the weekend"*. It often result from writing the way you speak, going on and on like a string without an end. So, some of the sentence problem above the researcher wants to analyze all of the sentence problem above.

Based on pleminary research that had been done by the researcher 30 September 2016 with the lecturer and some students at fifth semester of English Education Department of IAIN Bukittinggi at the academic year 2016 / 2017, the students did not focus on sentence problem while writing essay. They forgot to use correct grammatically, conjunction, and punctuation because they only thinking about the idea. So, they could not make the sentence meaningfully.

At the same time, the researcher also asked the students to showed their writing note. The researcher found that essay was one of the difficult subjects to be master in learning English by the students especially in sentence problem. There were some students obstacles or problems that researcher found at the field.

The first problem that was found by the researcher was some of students unclear made a sentence. Based on the documentation collected from the students. For example,"*like, avoid revise or the day before the test is conduct"*. Fragment sentence which did not have the complete sentence that is no subject into the sentence. The correct form is "*For example, the students avoid to revise or the day before conduct."*It showed that the students did not wrote the complete sentence when their write sentence.

The second problem that was found by the researcher was the students usually made short sentence and did not use the conjunction correctly. It could be seen when the students made sentences. For instance, "*the child feels comfortable and safe. The smile signifies approval. The child is happy and well adjusted."* Here choppy sentence which short sentence without any adequate. Correct form "*When the child feels comfortable and safe, the smile signifies approval". So, the child is happy and well-adjusted*". It showed that the students did not know how to use conjunction correctly, and did not attention the sentences.

The last problem that was found by the researcher was the students usually less to using the punctuation mark. In fact, "*Technology is very important but technology have many affects for the people"*. Here run-on sentence which no punctuation in the sentence. Correct form, "*Technology is very important, but technology have many affects for the people".* It showed that the students did not know the position of punctuation.

Based on the problem above, the researcher was interested to conduct a research about **An Analysis of SentenceProblem Found in Students Writing Essay by the Fifth Semester Student's at State Institute of Islamic Studies Bukittinggi (IAIN) Bukittinggi**.

B. Identification of the Problem

Based on background of the problem above, the researcher found some problems that can be identified as follow :

1. In writing sentence, some students did not focus on how to write complete sentences.
2. In writing sentences, some students did not use the conjunction correctly.
3. In writing sentences, some students did not use the punctuation correctly.

C. Limitation of the Problem

Based on the problems above, the researcher limited the problems an analysis of sentence problem found in student's writing essay at the fifth semester in English Department of IAIN Bukittinggi.

D. Formulation of The Problem

Based on the limitation above, the problem in this research would be formulated as following questions :

1. What are the types of sentence problem found in students writing essay?
2. What is percentage of sentence problem found in students writing essay?

D. Purpose of the Research

In accordance with the formulation of the problem above, there were two purposes of this research as followed:

1. To know the types of sentence problem found in students writingessay.
2. To find out the percentage of sentence problem found in students writing essay.

E. Significance of the Research

The researcher hoped that this research would give a contribution to :

1. For collage, it could be used as the reference for the next researcher.
2. For lecturer, it would give information about sentence error found in student's writing essay.

3. For researcher, it could give more knowledge, and experience through the research and as the requirements to obtain strata one degree on English Education Department in IAIN Bukitttinggi.
4. For the other researchers, this research is expected will help them in finding references or resources for further research.

F. Definition of the Key Term

In this research, some key terms relate are :

1. Writing is a complex process where students express their ideas into written form.
2. Sentence problem are mistakes in group of words which not contain a subject and a verb and does not express a complete thought found in students writing text that are not suitable with the rules of writing a good sentence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Nature of Writing

a. The Definition of Writing

Writing is an important part in human life especially in communication field. Harmer said, as societies grew larger and more industrialized, the need for people to be able to write beside spoken language became vital to success. It is clear that human to longer have to ask themsleves wheter writing is a good thing or not.[4]

In general, writing can be difined as an activity for expressing ideas, thoughts and feelings of a person which is expressed in written language. Writing can also define as one of one linguistic competence forms which expressed in written form, besides oral form.

Learning more about writing, it has a deep and complex meaning, such as pinted out by coulmas, there are sixs meanings of writing can be distingusih (1) system of recording language by means of visible or tactilw marks; (2) the activity of putting such asystem to use ; (3)the result of such activity, a text ;(4) the particular form of such a result, a script style such as block letter writing ; (5)artistic composition ;(6) a

[4] Jeremi Hramer, *how to teach writing*,2004,England:Longman,p.3

professional accuption. There are many defenitions of writing, it providedby its writes based on their concern.[5]

In education context the ability to read and to write being number one skills that must be mastered. It is also worth rembering that most of activities in learning process need students writing proficiency in needeed in order to measure their knowledge.

In language learning, especially in university level kind of writing that will be required to do is called as academic writing, which is different from other kinds of writing such as journalistic to business writing, the diferences can be seen by its special audience, tone, and purpose.[6]

In conclusion , writing has wide defenition and learning language context writing is one important skill that must be mastered in order to know their language proficiency.

b. Component of Writing

In writing, the students have to know the component of writing. The purpose is to produce the students writing having a good form. It consists of some components. According to David P. Haris, there five general components of writing there are :[7]

[5]Florian Colums, writing system ; *an introduction to their lingistic analysis*,2003, united kingdom:Cambridge Univeersity press,p.1-2

[6] Alice Oshima and Ann Hogue, *writing:academic english, third edition,*1999, new york :longman, p.2

[7]David P. Harris, *Testing English as A Second Language*, 1969, New York: Mc. Graw-Hill. p 68-69

1. Content

   Content is the substance of the writing where the ideas are expressed. Content is the important component if there is no content or idea the product of writing could not be produced.

2. Form

   It is the organization of the content. It is involved about the theme or topic will be discussed.

3. Grammar

   Grammar is the employment of grammatical form and syntatic patterns. It means that grammar is functioned to organize the structure of the sentence or word.

4. Style

   Style means the choice of structure and lexical items to give a particular tone or flavor to the writing.

5. Mechanic

   Mechanic is the use of the graphic conventions of the language. It involves speeling, capitalization, punctuation, atalic word, etc.

In conclusion, each aspect component of writing has function to guide the students when they will write a written being a good form. So, the students must comprehend and know it.

c. Process of Writing

There are three main strategies in the writing process proposed by Oshima, they are :[8]

1. Prewriting

   In this stage the first this to do is showing and then narrowing the topic into specific focus. The seconds is generating the idea by doing brainstroming which consists of some technique such as listing, free writing, and claustering.

2. Planning (outlining)

   The second stage is planning or also know as outlining. The first is making sublists, it means we need to any related kind ideas then cross out unrelated items. Next steps is writing the topic sentence that is the most general sentence in paragraph.

3. Writing and revising drafts

   After finished the two stage. We come to the third stage that begin with writing the first though draft from the outline, after that we need to revising its content and organization, the next step is proof reading of the text by checking the grammar, sentence, structure, spelling, punctuation, and final step is writing the final copy.

   In line Oshima, Harmer also stated four steps in writing process. [9]They are started from planning what they are going to

[8] Alice Oshima and Ana Hogue, writing : *Academic English, Third Edition*,...p.3-12

write. Write the first draft, next editing that consist of reflecting and revising, and last writing the final draft.

In conclusion, there are four crucial parts in writing process. They are planning, writing, revising, and writing final draft.

d. Principle of Making Good Writing

Before starting to write, a writer should know about the principle of making good writing. According to Paul, practicing the following principle will help the wiriter to be more effective in writing, there are :[10]

1) Determine your purpose
2) Determine your audience, costumers, upper level managemnet and your team
3) Get strated do something
4) Organize your ideas, do its easy for the readers to follow
5) Structure sentences, so they are clear and express a complete taught
6) Use proper punctuation, so the reader knows when to stop or pause
7) Choose might word to express your taught or feeling, but keep it simple enough for a 5th grades to understand

[9]Jeremi Harmer, *How to Teach Writing*, ……p.4-6
[10] Paul .B.Thornton, *Principle of Good Writing*,…(p 1-4)

8) Eliminate unnecessary word and pharases

9) Have a concise conclunsion so the reader troughly undertsand the bottom line massage

10) Edit your work, good writing involves multiple rewritier.Based on the items above, it can be concluded that principle of making good writing are important for the writer to know before starting to write. The writer shouldtake note of about it because the principle above can guide the writer to produce good writing in English it can help the writer to write effectively.

e. Categories for Evaluating Writing

In writing, it also has categories that should know to the students. Brown states that several aspect of writing which should be mastered by the students.[11]

1. Content

These statement, related idea, development of ideas through personal experience ilustration facts, opinions, use of description cause / effect, comparison / contrast, and consist focus.

[11] H. Douglas Brown, *Teaching by Principle and Interactive Approach in Language Pedagogy* ; Second Edition (Addison Wesley Longman : 2001),p.357

2. Organization

   Effectivenes of introduction, logical sequence of ideas, conclusion, and appropriate.

3. Discourse

   Topic sentence, paragraph, unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluncy, economy, and variation.

4. Syntax
5. Vocabulary
6. Mechanics

   Speeling, punctuation atraction of reference, and neatness appeareance.

From these points, in mechanics part, it has one point that should the students know, it is punctuation so the students should be mastered how to use proper punctuation in writing something in order to it be included into the good writing.

2. Nature of Sentence Problem

a. Definition of sentence problem

Sentence is made when we string words together to convey a complete thought. A basic sentence is complete thought or idea: *subject* + *predicate*. It is also known as a simple sentence. As such, all sentences must have the correct grammatical elements and

punctuation expected of English sentences. Every sentence is formed from one or more clauses and expresses a complete thought.Oshima and Hogue said that, a sentence is a group of words that (a) contains at least one subject and one verb and (b) expresses a complete thought.[12]It means that the sentences start from the subject, predicate and followed by immediately by adverb or object complement. A sentence begin with a capital letter and ends with a period.

According to Meyers, a sentence makes a complete statement or ask question. All statement consists of two parts; subject and predicate. The subject is a noun or pronoun. The predicate completes the statement or question. Questions reverse the order of the subject and the verb. Often the verb is split, with the helping verb preceding the subject and the remainder of the verb following the subject.[13]

In addition Dulays, points out Errors or problem are the flawed side of learner speech or writing. Thus,mistake in language when speech or write is called error or problem.[14]

[12]Oshima, and Hague,*Writing Academic English*, Fourth Edition. New York: Longman 2006. p.265

[13]Meyers, Alan, *Gateways to Academic Writing*. *EffectiveSentences, Paragraphs, and Essays*. New York: Longman, 2005.p.2

[14]Dulay,Haidi, *LanguageTwo*. New York: Oxford UniversityPress,1982.p.138

b. Types of sentence problem

There are some kinds of sentence problem. According to Oshima and Hogue, they state four kinds of sentence problem :[15]

1. Sentence fragment

Every English sentence must have a subject and a verb. It must also express a complete thought. A complete sentence can stand alone. That is, it makes sense by itself.Oshima and Hogue states that sentence fragment are incomplete sentences or part of sentences. Remember that a complete sentence must contain at least one main or independent clause.

Blanchard and Root says that if a sentence lacks either a subject or a verb or is not a complete thought, it is called a sentence fragment. Sentence fragments are incomplete sentences, so they make the writing grammatically incorrect. [16]According Rozak is said that a sentence fragment is a group of word that does not express a complete thought. It is missing a subject, a verb, but still not expresses a complete thought.[17] Then, classifies that there are three kinds of sentence fragments. First is sentence fragments happen when a dependent clause

[15]Jhon Langan, *Exploring writing sentence and paragraphs second edition*, (New York : McGraw – Hill),p.179-194

[16]Blanchard, Karen and Root,*Ready t o WriteMorefrom Paragraph to Essay.*New York:Longman, 2004.p.47

[17]Rozakis, Laurie, *English Grammar for the Utterly Confused*. New York: Mc-Graw-Hill Companies, 2003,P.123

masquerades as a sentence. Second is a sentence fragments also happen when a phrase is cut off from the sentence that describes. Third is a sentence fragment happen when someone uses the wrong from a verb.

In addition, Boardman and Frydenberg explain that there are four kind of sentence fragment, they are, a dependent clause without an independent clause, a phrase without a verb with tense, a verb without a subject, and a noun phrase without a verb. [18]

Based on the definition above, it can be concluded that sentence fragments are incomplete sentences that might be missing a subject, missing verb, wrong from of a verb, and no independent clause/incomplete thought.

Example: *Because some student work part-time while taking a full load of courses.*

Because the sentence above is dependents clause, so change to independent clause.

Corrected: *Because some studenu work part-time while taking a full load of courses, they have very little free time.*

2. Choppy sentence

Too many short simple sentences can make the writing

[18]Boardman, Cynthia A and Frydenburg,*Writing to Communicate Paragraphs and Essays.* New York:Longman, 2002.p.175

ideas seems disconnected. According to Oshima and Hogue said that, choppy sentences are sentences that are too short. Although short sentences can be affective, overuse of them is considered poor style in academic writing. Small sentences are boring to read, and in the fact many of them strong together look bad because they appear simple.

Boardmanand Frydenberg said that, choppy sentences are two or more than two (usually short and simple) sentences in a line of paragraph that lack proper connections to make the reading flow.[19]

Choppy sentences are easy to correct. Just combine two or three short sentences to make one compound or complex sentence. Your decision to make a compound or complex sentence should be based on whether the ideas in the short sentences are equal or whether one idea is dependent on the other.

Example : Wind is an enduring source of power: Water is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time.Windmills are relatively new.

Because the sentence above do not use connector and the last sentence is contrast.

[19]Boardman, Cynthia and Frydenburg, *Writing to Communicate Paragraph and Essays*……p.175

Corrected: *Both wind and water are enduring sources of power. Dams have produced hydraulic power for a long time, but windmills are relatively new.*

3. Run-on sentence

Run-on sentences occur when simple sentences (independent clauses) are joined incorrectly, so they make the writing grammatically incorrect. There are some definitions of Run-on sentence.

According to Oshima and Hogue said that a run-on sentence is a sentence in which two or more independent clauses are written together one after another with no punctuation.

Moreover, Boardman and Frydenberg, say that Run-on sentence is a sentence in which two or more independent clauses follow each other without any punctuation.[20] It means, in run on sentences there is no punctuation showing where the first sentence ends and the second begin. Using correct punctuation is important because it indicates the meaning just as words do. So, writer has to pay attention to using of punctuation while writing.

[20]Boardman, Cynthia A and Frydenburg, *Writing to Communicate Paragraphs and Essays*……p.14

Example: *Advertising is a multibillion-dollar industry in the United States more than$200 billion is spent on advertising and advertising-related activitieseach year.*

Because the sentence above is independent clause that must be separate by comma or conjunction.

Corrected : *Advertising is a multibillion-dollar industry in the United States. Morethan $200 billion is spent on advertising and advertising-related activitieseach year.*

4. Comma splice

Comma splice occur when simple sentence (independent clause) joined with comma only, so make the writing grammatically incorrect. There are some definition of comma splice.

Boardman and Frydenberg, said that a comma splice is an error that occurs when a comma by itself is used between two independent clauses.[21] A comma is correct between two independent clauses, but only when it is followed by a coordinating conjunction.

Example: Tom taught his son and daughter to make model rockets, nowthey enter launching contests every month.

Because the example above independent clause, an independent clause separate not only comma but also conjunction too.

[21]Boardman, Cynthia A and Frydenburg, *Writingto Communicate Paragraphs and Essays*…….p.73

Corrected : *Tom taught his son and daughter to make model rockets, andnow they enter launching contests every month.*

5. Stringy sentence

A stringy sentence is made up several complete thoughts strung together with words like *and, so, but,* and *because.* Stringy sentences are so long that the readers forget the beginning of the sentence before reaching the end.

According to Oshima and Hogue, said that Stringy sentence is a sentence with too many independent clauses, usually connected with: and, but, so, and because. It often results from writing the way you speak, going on and on like a string without an end. There is no rule limiting the number of independent clauses allowed in one sentence, divide it and/ or recombine the clauses, remembering to subordinate when appropriate.

Example *: Many students attend classes all morning. Andthen they work all afternoon. and they also have to study at night. so they are usually exhausted by the weekend.*

Because the example above is independent clause which separate by coordinating conjunction, but the example above there much to using coordinating conjunction.

Corrected *: Many students attend classes allmorning, and work all afternoon. Since they also have to study at night, they are usually exhausted by the weekend.*

c. Steps to Correct Sentence Problem

Oshima and Hogue state there are some ways to correct sentence problem, they are :[22]

1. Sentence Fragment

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

      Sentence Fragment: This is independent clause.

      Corrected : Attach it to an independent clause.

      Because some students work part-time while taking a full load of courses, they have very little free time.

   b) *For example, the increase in the cost of renting an apartment.*

      Sentence Fragment: There is no verb.

      Corrected: Rewrite the sentence so that it has averb.

      For example, the cost of renting an apartment increased.

   c) *Felling lonely and failing most of his classes.*

      Sentence Fragment: This is a participial phrase.

[22] Alice Oshima and Ann Hogue, *Writing Academic English*, ……,p.169-175

Corrected : (1) Add a subject and change the participles to verbs, or

(2) Attach the phrase to an independent clause.

(1) He felt lonely and was failing most of his classes.

(2) Feeling lonely and failing most of his classes, the student wisely decided to make an appointment with his counselor.

d) Many young people who leave home at an early age.

Sentence Fragment: This is noun phrase +a relative clause. The independent clause is unfinished.

Corrected: (a) change the relative clause into an independent clause, or

(b) Complete the unfinished independent clause.

(a) Many young people leave home at an early age.

(b) Many young people leave home at an early age do not manage their money.

For more information all of sentences beginning with subordinating conjunction (*although, since, because, if, before, etc.*). Make sure that every subordinate clause beginning with

these words is attached to an independent clause.

2. Choppy Sentence

a) If the sentences express equal ideas, use coordination *(and, nor, but, yet, or, so, for)* to combine them become a compound sentence.

Choppy sentences: Wind is an enduring source power.Water is also an unlimited energy source. Dams produce hydraulic power. They have existed for a long time. Windmills are relatively new.

Corrected*:Both wind and water are enduring sources of power. Dams have produced hydraulic power for long time, but windmills are relative new*.

b) If the sentences express unequal ideas, that is, if one sentence expresses a less important idea than the other, use subordination *(when, after, as, because, since, although, whereas, who, which, that, etc)* to combine them become a complex sentence.

Choppy sentences*: We must found new sources of energy.Natural sources of energy are dwindling. Solar energy is a promising new source of energy. Solar energy is energy from the sun.*

Corrected*: We find new sources of energy because natural sources of energy are dwindling. Solar energy, which*

is energy from the sun, is a promising new source.

3. Run-on Sentence

   a. Add a period in the sentence.

   b. Add semicolon in the sentence.

   c. Add coordinating conjunction in the sentence.

   d. Add subordinating conjunction in the sentence.

Boardman and Frydenberg said that some ways to correct run-on sentence and comma splices, they are :

Run-on Sentence *: Cutting down the rain forest leads to the extinction of plants and animals their habitats are destroyed.*

Corrected

a) Make two separate sentences.

Cutting down the rain forests leads to the extinction of plants and animals. Their habitats are destroyed.

b) Add extra words.

When their habitats are destroyed due to cutting down the rain forest, many plants animals become extinct.

c) Add a subordinating conjunction.

Cutting down the rain forests leads to the extinction of plants and animals because their habitats are destroyed.

4. Comma splice

Comma splices : *"My dad hung a bird feeder in the backyard, he loves to watch the birds eat from it".*

a) Put a period in the place of the comma and capitalize the first word of the next sentence.

"My dad hung a bird feeder in the backyard. He loves to watch the birds eat from it".

b) Put a semicolon in the place of the comma.

"My dad hung a bird feeder in the backyard; he loves to watch the birds eat from it".

c) Insert a coordinating conjunction.

"My dad hung a bird feeder in the backyard, and he loves to watch the birds eat from it".

d) Change one of the clauses into a dependent clause by starting it with a subordinating conjunction.

"Since my dad hung a bird feeder in the backyard, he loves to watch the birds eat from it".

5. Stringy sentence

Stringy sentence : Many students attend classes all morning and work all afternoon, and they also have study at night, so they are usually exhausted by the weekend.

Corrected *: Many students attend classes all morning and work all afternoon. Since they also have study at*

night, they are usually exhausted by the weekend.

Because many students attend classes all morning, work all afternoon, and study at night, they are usually exhausted by the weekend.

Table 1:

Comparative Table of Sentence Problem

Sentence Problem		**Criteria of Sentence Problem**	**How to Correct Sentence Problem**
SentenceFragment	Oshima and Hogue	1. A dependent clause without an independent clause. 2. No Subject 3. No Verb	4. Adding the missing part (subject or verb) 5. Joining the dependent clause with an independent clause 6. Giving the right used of verb 7. Omitting the subordinating conjunction
Choppy Sentence	Oshima and Hogue	1. The sentence too short and did not give conjunctionor connector between two or more simple sentences. 2. The sentences express equal ideas. 3. The sentences express	1. Use coordination (and, nor, but, or, yet, so, or for) combine them become a compound sentence 2. Use subordination (when, after, as, because, since, although, whereas, who, which,

		unequal ideas.	that, and so on) to 3. combine them become a complex sentence.
Run-onSentence	1. Oshima and Hogue	2. There is no punctuation showing where the first sentence ends and the second begin. 3. Did not give conjunction. 4. Did not give connector between two independent clauses	1. Adding a period 2. Adding a semicolon 3. Adding coordinator conjunction 4. Adding subordinator 5. Adding extra words 6. Insert semi colons (with transitional word if necessary). 7. Insert relative pronouns to create relative dependent clause. 8. Rewrite the sentence.
comma splice		1.independent clauses are incorrectly joined by a comma without coordinating conjunction (and, nor, but, or, yet, so, or for)	
Stringy Sentence		1. Make too many independence clauses in the sentences. 2. Lack proper subordinate conjunction.	1. Dividing into separate clause 2. Use semi-colons 3. Use subordinating conjunction.

B. Review of Related Studies

In supporting this reseach, the researcher presented two relevant studies conducted by some researcher.

The first is The research that has been conducted by Nurimamah,2010, under the title" *an error analysis on sentence types based on structure in atmarita's short story"when biruni remembers it"*. This study was conducted to get the answer of research problems, namely (1) What kinds of sentence types that are used in short story in "Reform" magazine No (19,2001)?, (2) What kinds of errors in sentence types that are found in the object of the study? and (3) What is the most dominant error that are found in this investigation?. The method of this study was descriptive research design. This research was categorized into qualitative research, because the writer is the main instrument to collect the document of short story "When Biruni Remembers It" in "Reform" magazine No (19,2001).The conclusion is that the most dominant error was error of choppy sentence

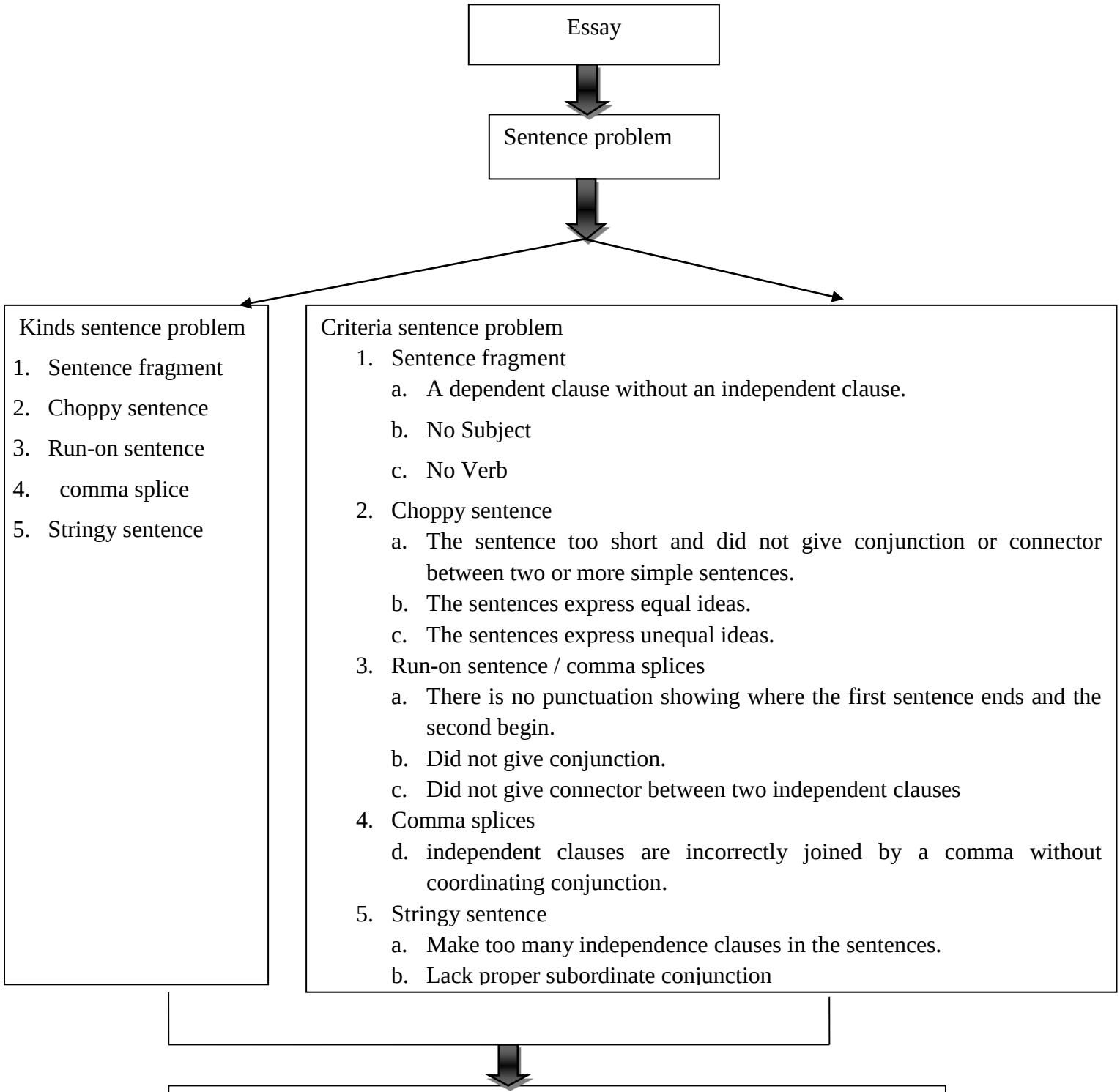
Another researcher by the research that has been conducted by Achoeah, and J. E, 2013, under the title" *Sentence errors: a review of selected GNS 112 test scripts of students of the University of Ilorin"*. This study examined sentence errors in selected composition scripts of students in GNS 112 Continuous Assessment test. This study was categorized into descriptive design, because the writer identified, categorized, explained and corrected the sentence errors found in the selected test scripts. The

result of this study showed that the writer found sentence errors in students‟ GNS 112 test script.

In doing the same research, the researcher conducted a research to the fifth semester in English Education Department of IAIN Bukitinggi. The similarity of this research with the previous researchers is that sentence problem. On the other hand, the difference between this research and the researches done above is an analysis of sentence problem found in students writing essay at the fifth semester in English Department of IAIN Bukittinggi.

C. Conceptual Framework

Conceptual framework of this research can be presented as the schema below :



Based on the theories that discuss in subheading before, the researcherwants to know sentence problem in students English writing of the fifth students of English department in IAIN Bukittinggi at 2016 / 2017 academic year. Sentence problem is a big problem in writing, there are some kinds of sentence problems. They were sentence fragments, choppy sentence, run-on sentences / comma splices,and stringy sentence. Sentence fragment is a group of word that does not express a complete thought. Choppy sentences are sentences that are too short. Although short sentences can be affective, overuse of them is considered poor style in academic writing. Run-on sentence is two complete thoughts that are run together with no adequatesign given to mark the break between them. Comma splice is A comma splice consists of two or more independent clauses that follow one another and are incorrectly linked together only with a comma (or commas).Stringy sentence is made up several complete thoughts strung together with words like *and, so, but,* and *because.* Then, criteria of sentence problem are. Sentence fragment they are, dependent clause masquerades as a sentence, a phrase is cut off from the sentence it describes, and use the wrong form of a verb. Choppy sentence they are, the sentence too short and did not give conjunction or connector between two or more simple sentences, the sentences express equal ideas, and the sentences express unequal ideas.Run-on sentence / comma splices they are, here is no punctuation showing

where the first sentence ends and the second begin, did not give conjunction, did not give connector between two independent clauses, and independent clauses are incorrectly joined by a comma without coordinating conjunction.Stringy sentence they are, made too many independence clauses in the sentences, and lack proper subordinate conjunction.

In this research, the researcher focused in analyzing sentence problem. The researcher analyzed the sentence problem found in students writing essay at fifth semester in IAIN bukittinggi at 2016 / 2017.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is an essential part in every research. The research can be runned well by the researcher if it is has been planned. This research employed descriptive quantitative. Descriptive research is designed to get information concerning the current status of phenomena. The aim of the research is to describe about something with respect to variables or conditions in a situation.[23] Gay also states that descriptive research decides and describes about something which involves collecting data, testing the hypotheses, or answering the question research.[24] In brief, descriptive research is one kind of research methods that needs accumulation of data which will be described and organized the events then described the data which is acquired based on the facts.

Quantitative research typical of educational research in which the researcher decides what to study, a specific, narrow questions, collects quantifiable data from participants, analysis these number.[25] The research has major characteristics, they are: describing a research problem through a description of trends or a need for an explanation of the relationship among variables; providing a major role for the literature through

[23]Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, 1985, *Introduction to Research in Education 3rd edition*, New York: CBS College. p 322

[24]L. R. Gay, 2000, *Educational Research: competencies for analysis and application 6th edition*, New Jersey: Prentice Hall, p. 261

[25]John W. Creswell, 2012, *Educational Research: planning, conducting, and evaluating quantitative and qualitative research 4th edition*, Boston: Pearson. p 26

suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study; creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable; collecting numeric data from a large number of people using instruments with preset questions and responses; analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research; and writing the research report using standard, fixed structures and evaluation criteria, and taking an objective.[26]Hence, quantitative method needs numerical data and statistics to answer the research question. The ultimate purpose of the research was to know sentence problem and percentage of sentence problem in writing essay at the fifth semester in English department of IAIN Bukittinggi (2016 /2017)

A. Population and Sample

1. Population

Arikunto states, the population is all individuals from whom the data are collected.[27] Therefore, the population of the research is the fifth semester students of English department of IAIN Bukittinggi in the academic year 2016/2017. The students were divided into four classes

[27]SuharsimiArikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT RinekaCipta p 173

and the total of students is 120. This wouldbe presented in the table below:

Table 3.1

No.	Class	Total number of students
1	A Class	31
2	B Class	28
3	C Class	30
4	D Class	31
	Total	120

(*Source: English Education Department of IAIN Bukittinggi 2016/2017)*

2. Sample

Based on the population that was showed on the table, the next step that should done by the researcher was to choosed the sample of the research. Sample is the process of selecting number of individuals to study in such a way that the individual represents the large group of which they were selected.[28] There were some techniques to determine sample in the research. In this research, the researcher used random sampling because the population is more than one hundred students.

According to Arikunto, the random sampling is a technique which was used by the researcher randomly to give the same chance

[28]L. R. Gay, 2000, *Educational Research: competencies for analysis and application 6th edition*, NewJersey: Prentice Hall, p. 121

and rights for the samples can be taken.[29] Arikunto also states that if the research less than one hundred respondents, it would take all the respondents as the sample. One the other case, if the research has more than one hundred respondents, 10 % to 25 % can be taken as the sample by the research.[30] So, the researcher took about 20 % of the population that consists of 24 students. In each class the researcher took six students as the sample.

B. Instrument

Instrumentation is one of important sides in a research. The drafting of instruments is important part in the research process because a researcher can get and collect the data which be analyzed by using the proper instrument. In this research the researcher used documentation as instrument.

Documentation is a technique of data collection by using document. Arikunto states that documentation is search the data about circumstances or variable which is a like notes, transcripts, books, newspaper, magazine, prasasti, meeting notes, legger, diaries, and etc.[31]

In doing the research, researcher used documentation in written form. The document that researcher used the students midterm in writing

[29]Suharsimi Arikunto 2013, *Prosedur Penelitian; Suatu Pendekatan Praktik,* Jakarta: RinekaCipta,p.174

[30]Suharsimi Arikunto 1998, *Prosedur Penelitian; Suatu Pendekatan Prakt*ik, Jakarta: RinekaCipta,p.120

[31] Suharsimi Arikunto 1998, *Prosedur Penelitian; Suatu Pendekatan Prakt*ik, Jakarta: RinekaCipta,p.236

class. The researcher used documentation to answer the research question. That was what the types of sentence problem and percentage of sentence problem in writing essay, in writing by fifth semester of English education department in IAIN Bukittinggi at the academic year 2016 / 2017. So, the researcher used documentation for collecting data to answer the research question of the research.

C. Technique the Data Collection

The researcher would analyzed the writing essay of students' English Education Department of IAIN Bukitinggi by using documentation technique. The document complied and selected based on the goals and focused of the problem. The purpose of documentation was the types of sentence problem and percentage sentence problem in students writing essay. The data gotten by using this documentation is the students' writing essay midterm. The researcher collected the data. First, Collect the students' writing essay midterm. Second, Omitting students' name. Last, Coding of data collection: the researcher coding students writing essay, for example; E1, E2, E3… E30..The function was to make the researcher and readers easier in understanding the data.

D. Technique of Data Analysis

In documentation analysis, the steps as follow:

1. Circling the sentence problem found in students writing essay.
2. Coding the sentence problem found in students writing essay;the researcher coded the data based on the students writing essay. For example: Sentence Fragment (SF), Choppy Sentence (CS), Run-on Sentence (RS) , comma splices (CM), and Stringy Sentence (SS) and how to correct the sentence problem found in students writing essay.
3. Classifying the sentence problem found in students writing
4. Making percentage of the data

The data was analyzed based on descriptive analysis by using formula bySudijono[32]

$$P = \frac{F}{N} x\ 100$$

Where:

P:Percentage of sentence problem found in students writing

F: Frequencyofsentence problem found in students writing

N :Total ofsentence problem found in students writing

5. Making conclusion

[32]Sudijono A, *Pengantar Statistik Pendidikan*. Jakarta: RajaGrafindo, 2005,p.43

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This part concern on data description about types of sentence problem and percentage of sentence problem to answer the research questions which are "What are the types of sentence problem and What is percentage of sentence problem found in students writing essay in the fifth semester of IAIN Bukittinggi academic year 2016 /2017.

This research was analyzed by using descriptive quantitative method. The data was collected from the fifth semester students in English education department of IAIN Bukitinggi2016 / 2017. There were 24 students of English education department of IAIN Bukittinggi at the fifth semester students as the random sampling.

1. Description of the Data

This part focused on the result of students documentation midterm. The data was collected at fifth semester in English education department of IAIN Bukittinggi academic year 2016 / 2017. The researcher described about the type of sentence problem in writing essay. They types of sentence problem in writing essay were fragment sentence, choppy sentence, run-on, comma splices and stringy sentence.

2. Analysis of the Data

This part focused on the steps to describe the result of students midterm. In this part, the researcher analyzed the types of sentence problem in writing essay, and the percentage of sentence problem in writing essay. The data were collected at the fifth semester students of English Department in IAIN Bukittinggi academic year 2016 / 2017.

a. The types of sentence problem

1. Sentence fragment

Sentence fragment are incomplete sentences or part of sentences. It means when the students did not put the subject or verb that make the sentence did not complete. The example of sentence problem that researcher found are :

1) First, worried of mistaken, for example, if the students want to convey something, they afraid if there is no related between what want to say and meaning from talking.

From the result documentation students midterm A above, the researcher found that the students had a problem to write a complete sentence. The students still confused to put the subject and verb that made the sentence did not

complete. Correct sentence, "*First, the students worried of mistaken, for example, if the students want to convey something, the students afraid if there is no related between what want the students say and meaning of the sentence.*

2) Vocabulary, the mastery of vocabulary to perform in front of the class very important, because the mastery of vocabulary students will be easier to convey and string up a word.

From the result of midterm essay students B the researcher found that the students did not write the complete sentence. The students missing subject and verb if transitional signal the first sentences. The correct sentence is "*Vocabulary, the mastery of vocabulary is important to perform in front of the class, because the students mastery of vocabulary will be easier to convey and string up a word.*

2. Choppy sentence

Choppy sentences are two or more than two (usually short and simple) sentences in a line of paragraph that lack proper connections to make the reading flow. The example of choppy sentence the researcher found are :

1) *In skill writing and listening difficulty it is limited vocabulary. In reading also that. Vocabulary is very important in reading.*

From the result of midterm essay students C above the research found that the students essay was to short and there were no conjunction correctly.

Correct sentence is, "*In writing and listening skill the difficulty is limited vocabulary that same in reading skill because vocabulary is very important in reading."*

2) *Top down approach start with the big picture. It breaks down from there into smaller segment.*

From the result midterm essay students D the researcher found that the students write the short sentence. The students did not use the conjunction to combine the sentence. The correct sentence is "*Top down approach start with the big picture, and breaks down from there into smaller segment."*

3. Run-on sentence

Run-on sentence is a sentence in which two or more independent clauses follow each other without any

punctuation. When the students did not put the comma into two sentences that make run-on sentence. The example of run-on sentence that the researcher found are :

1) *It is important to encourage that reading so that people grow mentally and fulfill their potential at every level from village to university.*

   From the result essay midterm students E the researcher found that the students less punctuation when they combine two sentence. The correct sentence is, *"It is important to encourage that reading, so that people grow mentally and fulfill their potential at every level from village to university".*

   The problem above was the students did not put comma before the conjunction that made run-on in students essay.

2) *Good reader will have a lot of knowledge and strategies in learning, not only for the students but teacher also have to increase their reading to get more knowledge and information about how to teach the student.*

   From the result essay midterm students F the researcher found that the students less punctuation

when the subordinate conjunction in the first sentence. The correct is, "*Good reader will have a lot of knowledge and strategies in learning, not only for the students, but also the teacher has to increase their reading to get more knowledge and information about how to teach the students".*

4. Comma splice

Comma splices is an error that occurs when a comma by it self is used between two independent clauses. A comma is correct between two independent clauses, but only when it is followed by a coordinating conjunction. The example of comma splices that the researcher found are :

1) For example, if the student speak past event, the student use grammatical for future.

From the result midterm essay students G that the students did not put the conjunction in the sentences. The students just used the punctuation that made coma splices in the sentences. The correct sentence was," *For example, if the studentspeak past event, but the student use grammatical for future.*

2) Insert the unfamiliar vocabularies is important, beside

we can enrich our writing, people also get something new".

From the result midterm essay students H that the students less conjunction in the sentences. The correct sentence was, "*Insert the unfamiliar vocabularies is important beside, we can enrich our writing, people also get something new".*

5. Stringy sentence

A stringy sentence is made up several complete thoughts strung together with words like *and, so, but,* and *because.* Stringy sentences are so long that the readers forget the beginning of the sentence before reaching the end.When the students put some connectors in the sentences that made stringy sentence. The example of stringy sentence that the researcher found were:

1) But, when grammar is given its proper place and taught in such away that it does not overshadow other elements of language teaching, it is often welcomed by students as very effective way of moving toward that mastery of the language to which good language learner aspire.

From the result of midterm essay students I that the students put some independent clause in

the essay. Some independent clause make stringy sentence in the essay. The correct sentence was, "*when the grammar is given its proper place and taught in such a way, it does not overshadow other elements of language teaching. Because it is often welcomed by students as a very effective way of moving toward, that mastery of the language to which good language learners aspire".*

2) *There many difficulties and it may come from of their brave, they fear if they getting wrong vocabulary on write, nervous to start writing or it can be from their ability such as, their less vocabulary, not good in writing, they fear if they always use simple present on writing, worried to make grammatical error, and sometimes it will come from their environment does not support the students to write in English, outside of the class, friends, and their family.*

From the result midterm essay student J that the students did not pay attention to using the connectors. If the students put some conjunction in the sentences, that make stringy sentence in students sentence. The correct sentence was, "*There many difficulties it may come from of their*

brave, they fear if they getting wrong vocabulary on write, nervous to start writing. It can be from their ability such as, their less vocabulary, not good in writing, they fear if they always use simple present on writing, worried to make grammatical error, and sometimes it will come from their environment does not support the students to write in English, outside of the class, friends, and their family.

b. The Percentage of Sentence Problem

The second research question is percentage of sentence problem. After collected the midterm students, the researcher counted the types of sentence problem found in students midterm can be seen in the table below.

Table :

NO	Types of Sentence Problem	Range ofpercentage
1	Sentence Fragment	46, 9%
2	Choppy Sentence	8,1%
3	Run-on Sentence	25,6%
4	Comma Splices	13,8%
5	Stringy Sentence	5,6%
TOTAL PERCENTAGE 100 %		

This table describe about the types of sentence problem and percentage of the sentence problem found in students writing essay.

Table 4.1

No	Name	Essay	Types sentence problem				
			Sentence Fragment (FS)	Choppy Sentence (CS)	Run-on Sentence (RS)	Comma Splices (CM)	Stringy Sentence (SS)
1.	RP	E1	4 FS		1 RS	3 CM	1 SS
2.	AS	E2	4 SF	2 CS	1 RS		2 SS
3.	MJ	E3	1 SF		3 RS	1 CM	
4.	SR	E4	4 SF	1 CS	4 RS		
5.	SL	E5	5 SF		2 RS	2 CM	
6.	RD	E6	2 SF	1 CS	3 RS	1 CM	
7.	UR	E7	5 SF		1 RS	1 CM	
8.	MP	E8	3 FS			4 CM	1 SS
9.	FS	E9	6 FS	2 CS	5 RS		
10.	NH	E10	1 FS		1 RS	1 CM	
11.	FF	E11	1 FS		2 RS	1 CM	2 SS
12.	RS	E12	5 SF			1 CM	
13.	ATP	E13	6 SF			3 CM	1 SS
14.	NMPT	E14	3 FS		4 RS		
15.	NEF	E15	6 SF				
16.	DAS	E16	2 SF		3 RS		
17.	AF	E17	1 SF		3 RS		
18.	RO	E18	1 FS			2 CM	
19.	FF	E19	3 SF	1 CS	1 RS	1 CM	
20.	SF	E20	3 SF		2 RS	1 CM	
21.	NZL	E21	1 FS	5 CS	1 RS		
22.	Y	E22	6 SF			1 CM	
23.	NA	E23	3 SF	1 CS			
24.	NN	E24	1 SF		4 RS		1 SS
	Total		77	13	41	23	9
	Percentage = $p = \frac{f}{n} \times 100$		47,5 %	8 %	5,3%	4,2 %	5,6 %

The result of the data analysis was there were five sentence problem in the writing essay of the students fifth semester.

1. Fragment sentence

Based on the documentation essay midterm of students, fragment sentence was the first types of sentence problem that researcher found. This was the error which mostly done by the students. The percentage was 47,5% where 77 out of 24 students done this problem. The problem which done 77 in the essay students is fragment sentence.

Table 1 : Sentence Fragment

Types of sentence problem	Frequency of problem	Percentage of sentence problem
Fragment sentence	77	47,5%

2. Choppy sentence

Choppy sentence was the second problem that found by the researcher. The percentage was 8 % where 13 out of 24 students write this problem. That 13 problem the students write in the essay.

Table 2 : Choppy Sentence

Types of sentence problem	Frequency of problem	Percentage of sentence problem
Fragment sentence	13	8 %

3. Run- on sentence

Run-on sentence was the third problem that researcher found. The percentage of run-on was 25,3% where 41 that problem out of 24 students. The problem that done 41 run-on sentence in students essay.

Table 3: Run-on Sentence

Types of sentence problem	Frequency of problem	Percentage of sentence problem
Run-on Sentence	41	25,3%

4. Comma splice

Comma splice was fourth problem that researcher found in students writing essay. The percentage was 14,2 % where 23 wrote comma splices of 24 students. The problem that done 23 comma splices in students essay.

Table 4 : Comma Splices

Types of sentence problem	Frequency of problem	Percentage of sentence problem
Comma Splices	23	14,2%

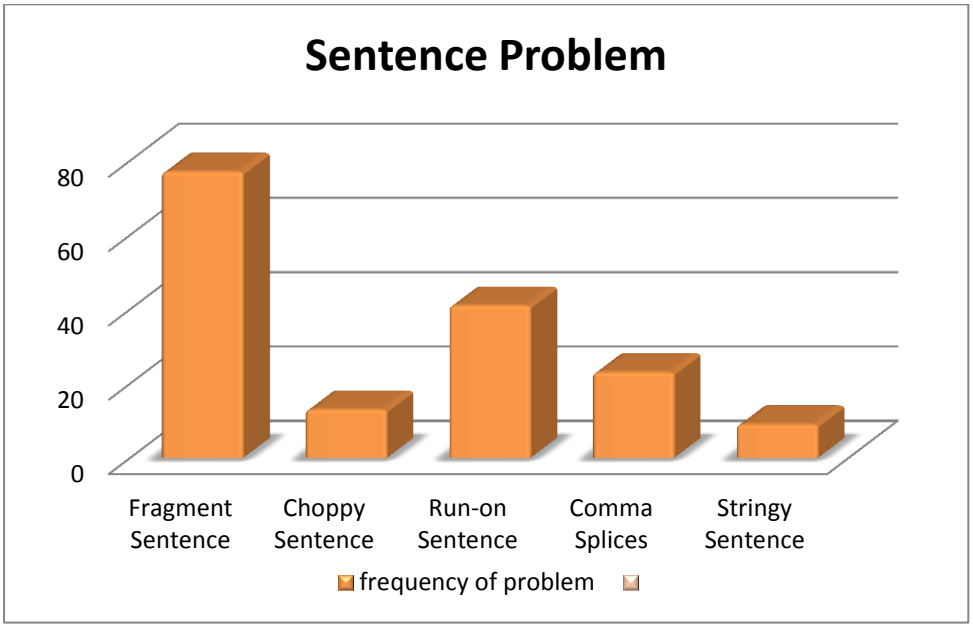
5. Stringy sentence

Stringy sentence was the last problem that researcher found in students essay. The percentage was 5, 6 % where 9 stringy sentence that students wrote of 24 students. The problem that done 9 stringy sentence in students essay.

Table 5 : Stringy Sentence

Types of sentence problem	Frequency of problem	Percentage of sentence problem
Stringy Sentence	9	5,6 %

Based on the data above it can be seen that fragment sentence was 77 (47, 5 %), choppy sentence 13 (8 %), run-on sentence 41 (25, 3%), comma splices 23 (14, 3 %), and stringy sentence 9 (5, 6 %).



In order to describe the data optimally the researcher explained one by one. The fragment sentence 47, 5 % that 77 problem the students write in the essay. The choppy sentence 8 % that 13 problem the students write in the essay. The run-on sentence 25, 3 % that 41 problem the students write in the essay. The comma splice 14, 2 %

that 23 problem the students write in the essay. The stringy sentence 5,6 % that 9 problem the students write in the essay.

Based on the table above that was found by the researcher, most of the students did not use the correct grammatically that was made fragment sentence in the students writing essay. So, the fragment sentence was familiar the researcher found in the students writing essay.

B. DISCUSSION

Based on the research findings above, it can be seen that there were sentence problem performed by students in writing essay. They were sentence fragments, choppy sentence, run-on sentences and comma splices, and stringy sentences. Based on the analyzing of the data obtained, the total numbers of documents midterm essay of 24 student.

The researcher found that all sentence problem performed by students in writing essay. They were 77 sentence fragments, 13 choppy sentences, 41 run-on sentences and 23 comma splices, and 9 stringy sentences.

If a sentence lacks either a subject or a verb or is not a complete thought, it is called a sentence fragment.[33]In students writing English text found that missing verb is mostly performed by students in writing essay, it is called a sentence fragment. The percentage of sentence problem was

[33]Blanchard, Karen and Root,*Ready t o Write More from Paragraph to Essay.*New York:Longman, 2004.p.47

47, 5 % of 77 fragment sentence that students write in essay. For example, " *Help shape the view point of life, with educated will easy get job, keep trying and positive thingking".* From the example, the students did not write the complete sentence that were no subject and verb. The corrected sentence"*The Education help to shape the view point of life, with educated will easy get job, keep trying and positive thingking*" .

Choppy sentences are sentences that are too short. The frequency of the appearance of choppy sentences in students writing essay was same each other about sentences that are too short.[34]Generally, in choppy sentence some students forgot to give conjunction word or combine between two or more simple sentences that show equal ideas, so adding subordination conjunction and others to combine them. The percentage of choppy sentence was 8 % of 13 choppy sentence that in writing essay student For example," *it is very strong method of communication. People use their body signal carelessly. They can sometime misinterpretation*". The sentence too short and the students did not use the conjunction. Correct sentence, " *When the body language is very strong method to communication, the people use body signal carelessly that sometime they can misinterpretation".*

Run-on sentence is a sentence in which two or more independent clauses are written together one after another with no punctuation. Then, a similar problem happens when two independent clauses are incorrectly

[34]Oshima, and Hogue,*Writing Academic English*, Fourth Edition. New York: Longman 2006. p.265

joined by a comma without a coordinating conjunction.[35]This kind problem is called a comma splice. Also in run-on sentences and comma splices students mostly write sentences without punctuation between two independent clauses and there are two independent clauses are incorrectly joined by a comma without a coordinating conjunction. The percentage of run-on 25, 3 % and 14, 2 % of 41 and 23 that students write in their essay. For example, " *good reader will have a lot of knowledge and strategies in learning, not only for the students but teacher also have to increase their reading to get more knowledge and more information about how to teach the students"*. The correct, *"good reader will have a lot of knowledge and strategies in learning, not only for the students, but also teacher have to increase their reading to get more knowledge and more information about how to teach the students*".

The example of comma splices, "*While you read, pay close attention to words you don't know, try to figure out their meanings from context* ". The correct sentence," *While you read, pay close attention to words you don't know, and try to figure out their meanings from context".*

Stringy sentence is a sentence with too many independent clauses, usually connected with: and, but, so, and because.[36] It often results from writing the way you speak, going on and on like a string without an end. The frequency of the appearance of stringy sentences in students writing

[35]Oshima, and Hogue,*Writing Academic English*, Fourth Edition. New York: Longman2006. p.265

[36]Oshima, and Hogue,*Writing Academic English*, Fourth Edition. New York: Longman 2006. p.265

essay is also same each other. Generally, some students make the sentence with too many independent clauses. The percentage stringy sentence was 5,6 % of 9 stringy sentence that in writing essay students. For example, "imagine, *"The students need a new habit to begin their ability in write English to support their low ability in writing English, if they keep using their first language on writing they will get zero for their writing , and this habit need change to make the students start write in English as good as they can to improve their ability ".* This case the students write stringy sentence in their sentence. Correct sentence, "*The students need a new habit to begin their ability in write English to support their low ability in writing English, if they keep using their first language on writing they will get zero for their writing. This habit needs change to make the students start write in English as good as they can to improve their ability".*

As the result, it can be seen that there are sentences problem performed by students in writing essay. From the finding the researcher concludes that sentence fragment is mostly found in students writing essay.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing sentence problem, the researcher can concluded that all of Sentence Problemis performed by Students in Writing essayat the fifth semester of English department in IAIN Bukittinggi Academic Year 2016 / 2017. They weresentence fragments, choppy sentences, run-on sentences and comma splices, and stringy sentences

In sentence fragments can be concluded that missing verb is mostly applied by students in writing English text. The frequency of the appearance of choppy sentences in students writing essay is same each other. Generally, some students forgot to give conjunction word or combine between two or more simple sentences adding subordination conjunction and others. Also in run-on sentences and comma splices students mostly wrote sentences without punctuation between two independent clauses and there are two independent clauses are incorrectly joined by a comma without a coordinating conjunction. Then, the frequency of the appearance of stringy sentences in students writing essay is also same each other. Generally, some students made the sentence with too many independent clauses. The percentage all of sentence problem, fragment sentence was 47, 5 %, choppy sentence 8 %, run-on sentence 25, 3 %, comma splices 14, 2 %, and stringy sentence 5,6 %.

B. Suggestion

Related to the research findings, the researcher would like to propose some suggestions as follows:

1. The researcher suggests those studentsto learn about how to make good and complete sentences.
2. The students should pay attention to grammar structures in English, to make them able in following grammar rules, students must have a lot of time to practice their writing skill.
3. the lecturer should give more comprehension about how to make good sentence and pay attention about grammar rules. It can avoid sentence error happen in students writing.
4. This research is an input or consideration for many people especially who concern in English education section and other educational institutions.
5. Since this research is only a beginning research, further research is expected to be done to see other finding that have not been covered by this research.