AN ANALYSIS OF SENTENCE FRAGMENTS IN ESSAY WRITING AT FIFTH SEMESTER 2022/2023 OF ENGLISH DEPARTMENT OF UIN FAS BENGKULU

THESIS

Submitted as a partial requirments for degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN FAS Bengkulu

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Wassalamu'alaikum wr.wb

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MOTTO

"Life Is The Art Drawing Without An Eraser."

- John W.Gardner

"Because regret is worthless, try your best"

Perla Mei Kasema

DEDICATIONS

This thesis is dedicated to:

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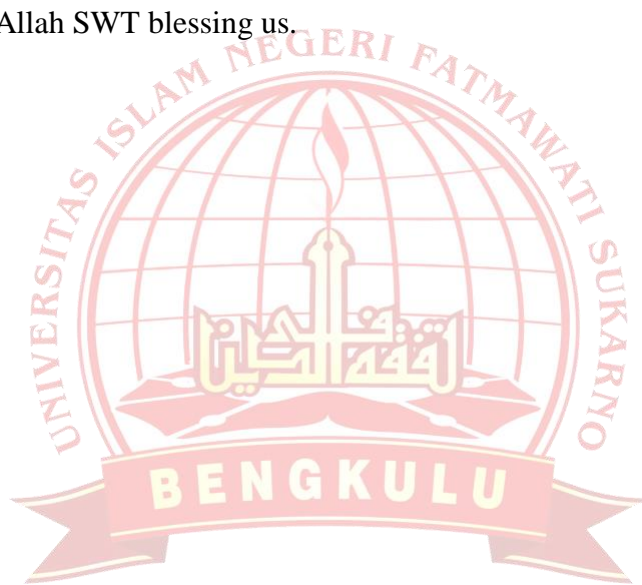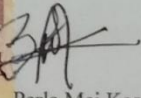
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I hereby sincerely state that te thesis on titled "An Analysis of Sentence Fragments in Essay Writing at Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu" is my real masteriece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepanciesm I am willing to take the academic sections in the form of repealing my thesis academic degree.

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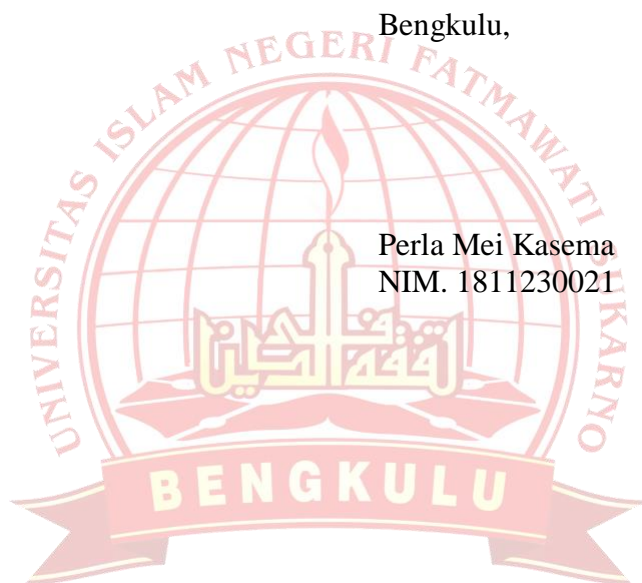
ABSTRACT

Perla Mei Kasema. 2022. *An Analysis of Sentence Fragments in Essay Writing at Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu.*

Supervisor : I. Dr. H. Hery Noer Aly, M.A,
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Writing skill is essential, it is also a challenging talent for students to learn. Students still make errors sentence in writing and Sentence Fragment is one of errors sentence. Thus, identifying errors in a student's writing might be crucial. Because it is possible to assess students' language learning progress using these errors as a benchmark. The purpose of this study was to discover what types of sentence fragments appear in essay writing, what types of sentence fragments appear the most dominant, and to to find out why students can create sentence fragments in their essay writing. This study uses a qualitative descriptive research methodology. The research object was in the form of argumentative essays taken from fifth semester students in class A, with a total of 19 students at UIN FAS Bengkulu. Data collection techniques were carried out through document analysis and interviews which were analyzed with collection of data, Identification of errors, classification of errors, and quantification of errors. Based on the findings of document analysis, the researcher found that four kinds of sentence fragments appeared in essay writing, namely, the absence of subject, the absence of verb, the absence of both subject and verb, and dependent clause fragment. Thus, the researcher also found that the most dominant type of sentence fragment in essay writing was the dependent clause fragment. In addition, the results of the interviews showed that the cause of sentence fragments in essay writing was that students still did not understand grammar and correct sentence structure

ABSTRAK

Perla Mei Kasema. 2022. *Analisis Fragmen Kalimat dalam Penulisan Essay di Semester Lima 2022/2023 Bahasa Inggris UIN FAS Bengkulu.*
Pembimbing : I. Dr. H. Hery Noer Aly, M.A,
                II. Valisneria Utami, M.Ed

Keterampilan menulis merupakan hal yang penting, juga merupakan bakat yang menantang bagi siswa untuk dipelajari. Siswa masih membuat kesalahan kalimat dalam menulis dan Sentence Fragment adalah salah satu kesalahan kalimat. Dengan demikian, mengidentifikasi kesalahan dalam tulisan siswa mungkin sangat penting. Karena dimungkinkan untuk menilai kemajuan belajar bahasa siswa menggunakan kesalahan ini sebagai tolok ukur. Tujuan dari penelitian ini adalah untuk menemukan jenis fragmen kalimat apa yang muncul dalam penulisan esai, jenis fragmen kalimat apa yang paling dominan muncul, dan untuk mengetahui mengapa mahasiswa membuat sentence fragment dalam penulisan esai mereka. Penelitian ini menggunakan metodologi penelitian deskriptif kualitatif. Objek penelitian berupa esai argumentatif yang diambil dari mahasiswa semester lima di kelas A yang berjumlah 19 mahasiswa di UIN FAS Bengkulu. Teknik pengumpulan data dilakukan melalui analisis dokumen dan wawancara yang dianalisis dengan pengumpulan data, Identifikasi kesalahan, klasifikasi kesalahan, dan kuantifikasi kesalahan. Berdasarkan temuan analisis dokumen, peneliti menemukan bahwa empat jenis fragmen kalimat muncul dalam penulisan esai, yaitu, ketiadaan subjek, ketiadaan kata kerja, ketiadaan subjek dan kata kerja, dan fragmen klausa dependen. Dengan demikian, peneliti juga menemukan bahwa jenis fragmen kalimat yang paling dominan dalam penulisan esai adalah fragmen klausa dependen. Selain itu, hasil wawancara menunjukkan bahwa penyebab terjadinya fragment kalimat dalam penulisan esai adalah mahasiswa masih belum memahami tata bahasa dan struktur kalimat yang benar.

Kata kunci: *Penulisan Esai, Esai Argumentatif, dan Fragment Kalimat.*

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CHAPTER 1

INTODUCTION

A. Background of Research

In Indonesia, English is a foreign language taught to students from junior high school to university level. A language is considered a foreign language if the language is not widely used, this is because it is only used for travel, cross-cultural communication, or taking elective subjects at school that are not applied directly. Moeller and Catalano (2015) explain that a language is considered a foreign language if it is mostly learned in the classroom and is not used in the society where the teaching takes place. Even though English is merely a foreign language, it is one of the most essential subjects that we must study from elementary school to college. Although it is taught in local content in elementary school, it is a subject that must be studied in junior high school through high school or vocational school. English language skills are extremely important, especially at the university level, and must be taught. English in

1

essence, is a foreign language that should be taught to all students (Moeller & Catalano, 2015)

There are numerous abilities that must be taught when learning English (speaking, listening, writing, and reading). Although writing ability is essential, it is also a challenging talent for students to learn. Even in a first language, writing is a complicated task. According to Hengwichitkul (2009), writing in English has been perceived as the most difficult skill among the four skills of English. Furthermore, producing an academic essay in a foreign language will almost probably be far more difficult (Sermsook et al., 2017).

Actually, there are several types of academic essays such as argumentative essays and analytical essays. Students must exhibit mastery of a variety of components of writing, including management of topic, format, sentence structure, vocabulary, spelling, punctuation, and so on. "Writing as a task requires making the proper choices about syntactic patterns, morphological inflections, vocabulary,

and cohesive techniques, and merging them into coherent pieces of text," writes. So it can be stated that writing skills need unique talents and procedures in structuring languagematerial utilizing the students' own words and thoughts in order to form a strong compositional text, but students still make mistakes in writing. (Hyland, 2006)

Sentence fragments are one of the error sentences in essay writing. Sentence fragments are sentences with an unfinished sentence or sentence structure. A sentence fragment is a set of words punctuated as a sentence despite the fact that it is not grammatically complete. A full thought is provided by a phrase, but a fragment fails to educate the reader about the topic (the subject) or what happened (the verb) (Greenbaum & Nelson, 2002).

A sentence fragment is an incomplete idea or incomplete sentence. According to Bushra and Sukyna (2015) " sentences fragment is part of sentences that lacks of subject or a verb and present an complete thought as it only consist of a " fragment" of although and therefore

delivers and Inco system thought which leads to confusing the reader". A sentence is a sentence fragment if it possesses the following characteristics: A sentence that lacks a topic, a sentence that lacks a verb, A sentence that lacks a subject and verb. A sentence that does not have a major or independent clause. In essence, a fragment sentence is an unfinished sentence; it can be a phrase that lacks a subject, a verb, a dependent sentence, or any combination of these elements (Agustini & Sipayung, 2022).

The researcher made a pre-observation on 24th, July 2022, in fifth semester students (specifically for class A) of English Department of UIN FAS Bengkulu were 19 students. During the pre-observation, the researcher asked the results of essay writing made by students. There were two students who gave Essay writing to the researcher. Then the two essay writings were analyzed by the researcher and the researcher found that there were several error sentences made by the students, one of which was a

sentence fragment. This sentence fragment can be made by students because students do not understand the structure of a sentence and its format, punctuation, and how to combine independent sentences and dependent sentences so that they become correct sentences. Because of the several problems above, the researcher tried to analyze the sentence fragment in Essay Writing.

Basically, identifying errors in a student's writing might be crucial, because it is possible to assess students' language learning progress using these errors as a benchmark. The teacher can gauge how far along each student is in their knowledge and writing skills by looking at their mistakes. As a result, it will help the teachers in fixing the mistake, enhancing their methods of instruction, and concentrating on specific areas of mistakes that require additional reinforcement (Arum Setianingsih et al., 2020).

Furthermore, the teacher will find certain problems or difficulties made by students, and are expected to find the best solution tv o correct certain points that are lacking. In

the teaching and learning process, students as learners sometimes make mistakes. The error correction strategy aids teachers in raising awareness among their students. According to the study of Corpus (2011), error analysis can assist teachers in identifying and analyzing common mistakes made by students in order to identify areas where they might improve. In fact, by doing it this way, the issues the kids are having will be made clearer, and the underlying causes of these mistakes will also be found. Teachers might gain advantages from developing and arranging techniques to assist pupils in resolving their issues and enhancing their writing abilities (Mohamed, 2020).

The researcher used sentence fragment analysis to analyze student errors in writing. Analysis of sentence fragments is more effective and faster to detect student errors in writing. In conclusion, the analysis of sentence fragments in student writing is very much needed because the results of the analysis contribute to efforts to reduce

errors made by students in learning English, especially at UINFAS Bengkulu

Through this study, the researcher tried to analyze the fragments of students' sentences in writing academic essays. Errors about sentence fragments made by students will be analyzed using the theoretical framework proposed by Oshima and Hogue (1998), which consists of sentence fragments. Finally, based on the explanation above, the researcher conducted research related to writing errors in sentence fragments, the researcher identified the types of sentence fragments and investigated the most dominant sentence fragments in students' writing. Researchers also find out what causes students to find it difficult to write academic essays, causing sentence fragments in writing. Therefore, the researcher wrote a thesis entitled *"An Analysis of Sentence Fragments in Essay Writing at Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu"*.

B. Identification of Problems

Based on the problem's background, the researcher can identify it as follows:

1) Students still do not understand format, sentence structure, and spelling punctuation.

2) Students are still unsure how to blend syntactic patterns, morphological inflections, vocabulary, and cohesive devices into meaningful written pieces.

C. Limitation of the Problems

For this research, the researcher only focused on the types of sentence fragments made by fifth semester students of English Departement of UIN FAS Bengkulu in writing academic essay and the dominant type of sentence fragment made by students.

D. Research Questions

Based on the background study above, the resercher formulated the following questions :

1. What are the types of sentence fragments made by the fifth semester students of English Dept. of UIN FAS Bengkulu in essay writing?

2. What is the most dominant type of sentence fragments in essay writing?

3. Why do the students create sentence fragments in essay writing?

E. Research Objectives

The goal of this study, in accordance with the description of the problem, was to analyze the forms of sentence fragments created by fifth semester students of the English Department of UIN FAS. This study intends to examine the sorts of sentence fragments most commonly used by these students, as well as the variables that contribute to student difficulties in essays writing, resulting in sentence fragments.

F. Significant of the Reseach

The study's importance might be both theoretical and practical:

1. Theoretically

     The findings of this study are likely to contribute to and improve the theory of fragmented sentences in writing, especially in written academic essays. Therefore, this research may be used as a reference to further researchers who wish to do research in the same field of study.

2. Practically

a. The lecturer of writing at English Department of UIN FAS may use the result of this study as a basis to evaluate the materials of sentence fragments in teaching writing at the fifth semester.

b. Students are expected to be able to find some errors about the sentence fragments, which they often do in compiling sentences, so that they can improve the quality of their writing, especially in composing an academic essay. In future periods.

c. For further researchers, the results of the research may be used as acomparative reference in conducting further research related to sentence fragments.

G. Definition of Key Terms

1. Sentence Fragments

Sentence fragments are one of the error sentences in essay writing. Sentence fragments are sentences with an unfinished sentence or sentence structure

2. Essay Writing

Essay writing is formal writing on a particular scientific topic. An essay is a set of paragraphs written on a single topic with a single central idea.

3. Fifth Semester

The students in fifth semester (specifically for class A) of English Department of UIN FAS Bengkulu.

CHAPTER II

LITERATURE REVIEW

A. Essay Writing

Writing is an activity in which a writer investigates ideas in order to create a certain written output, in this case an essay, with a logical arrangement of ideas to fulfill a specific goal. Writing is a challenging cognitive process that calls on a wide range of abilities at various stages as well as high levels of cognitive awareness. Writing is a talent that students must acquire and teach themselves since in this situation, which is connected to argumentative writing, it is regarded as the most difficult and complicated convention, particularly in the context of academic writing (Lee & Briggs, 2021).

1. Definition of Essay Writing

Essay writing is formal writing on a particular scientific topic. Essay writing is succinct, concise, focused, methodical, and evidence-based. Its objective is to assist the reader in comprehending. It has a formal tone and

style, yet it is easy to read and does not need the use of large words or complicated vocabulary. According to Hogue (2008), essay writing is a type of writing done in college that attempts to explain or provide information about something, notably for instructors and students who function as observers in essay writing (Hogue, 2008).

Nevertheless, writing has always been difficult and challenging for students because the writing process includes many issues: the generation and organization of ideas, drafting, revising, and editing. Essay writing is for all students attending English-medium colleges and universities, as well as those who must write essays and other assignments for examinations or courses. In essence, because writing is the dominant mode of academic communication, essay writing is probably the most significant talent in an academic environment. It is also the hardest skill for most students to learn (Khatter, 2019).

2. Essay

An essay is a set of paragraphs written on a single topic with a single central idea. It must include at least three paragraphs, but a five-paragraph essay is the recommended length for academic writing. An academic essay is a focused piece of writing in which facts, analysis, and interpretation are used to develop a topic or argument (Zemach & Rumisek, 2003).

An essay is not merely a longer paragraph version of an organized presentation of a certain subject in a series of paragraphs. (Meyers, 2005). An essay is alternatively defined as "a collection of paragraphs elaborating a primary idea" (Smalley & Ruetten, 1986). It is also vital to note that the number of paragraphs in an essay is totally dependent on the topic's intricacy.As a result, some essays may have only two or three paragraphs, while others may contain twenty or thirty (Smalley & Ruetten, 1986). Finally, an essay is a collection of paragraphs that try to

develop one basic notion toward a certain subject through orderly debate.

Oshima and Hougue (2007) defines those major components by noting that an essay is divided into three sections. There are three of them: introduction, body, and conclusion (Oshima & Hogue, 2007).

Table 1. The Structure of An Essay

Introduction	The first section, introduction, forms the first paragraph of the essay, attracting readers' attention, making a key claim of the essay in the form of a thesis statement, and introducing the concepts of the body paragraphs. Introduction in an essay's first paragraph, writers should begin with numerous lines that will pique the reader's attention. Thus, in an essay, the introduction is meant to present the topic to be explored as well as the fundamental concept, which is also known as the thesis statement (Eunson, 2014).
Body	The body of the essay is the second section. It is generally made up of three paragraphs. This section, likewise tries to build and

	reinforce the thesis by breaking it down into smaller concepts. Thus, each body paragraph in a well-organized essay "introduces its supporting concept in a subject sentence, develops the notion in the body, and then finishes with a transition to the following paragraph." (Eunson, 2014)
Conclusion	The conclusion is the final section of an essay. It is the final paragraph of an essay. The thesis statement is frequently restated, and the essential point is summarized. In the ending paragraph, we summarize the essay by quickly restating the thesis and the important supporting elements in an essay (Eunson, 2014)

Essays are common form of education of assessment, for example in disciplines such as Business, International Relations, Law, History, Geography, Theology, Communication Studies, Education, and Economic (Geyte, 2013). A focused written section intended to enlighten or persuade is an essay. Essays come in a wide variety of formats, but they are frequently

divided into the following four groups: argumentative, expository, narrative, and descriptive essays. While narrative essays and descriptive descriptions emphasize using imagination and writing in an engaging manner, argumentative and expository essays concentrate on conveying information and clarifying ideas. An argumentative essay is the most prevalent style at the university level.

a. Argumentative Essay

Argumentative essay presents a lengthy argument, based on evidence. This required a strong thesis-the clear stand on the topic under discussion. The goal was to convince the thesis reader by using evidence (such as quotations) and analysis. Essay argument tested the writer's ability to study and present the writer's position on the topic. It's the most common kind of essay in the college level. As Hasani (2016), argued that

argumentative writing is considered as a critical skill to be learned for college level learners (Dewi, 2018).

Assignments requiring argumentative essays frequently necessitate thorough literature or previously published material study. Empirical research, in which the student gathers information through interviews, surveys, observations, or experiments, may also be required for argumentative tasks. The student can choose a position and support it with the evidence gathered through detailed research. This allows the student to learn about the topic and different points of view regarding it. Argumentative essays, regardless of the quantity or type of research used, must develop a distinct thesis and adhere to logical reasoning. In conclusion, an argumentative essay is a type of writing that calls for the student to research a subject, gather, produce, and assess supporting data, and succinctly present their stance.

b. Expository Essay

An expository essay furnishes a clear and focused explanation of a topic. This merely demands a fair and orderly assessment of the subject; no real argument is necessary. Expository essays evaluate a writer's topic introduction and information management and transmission skills. Writing that serves to explain, describe, and inform is known as expository text. Various patterns or combinations of paragraph developments, such as those based on time sequences, comparison and contrast, causality (cause and effect relationship), problem-solving, and details, can be utilized to construct this text, which is used to explain one topic (Setyowati & Sukmawan, 2015).

Writing instructors typically provide topics to teach the text. Expository subjects are those that are relevant to daily life and are well-known in the media. As a result, arguxpository texts are designed to educate readers on a particular subject. Typically, an explicit or implicit subject sentence with the primary idea and any

supporting ideas appears in expository prose (Gordon, 1990).

c. Narrative Essay

A narrative essay is the one that tells a story. These are usually stories of the personal experiences that authors have, but they may also be an imaginative exploration of something not yet natural. The capacity of the writer to construct narration in an engaging and organized manner is tested in narrative essays. Compared to any other type of academic writing, they are far more creative and personal. The same skills needed to write a narrative essay are needed to write a personal statement for application. According to Pardyono (2007), an argument narrative text is a specific type of writing that recounts past activities or occurrences, illustrates problematic experience and resolution, and occasionally serves to amuse readers while imparting moral lessons.

Even though a narrative essay is not completely separated into an introduction, body, and conclusion, it must nevertheless start by gathering the tale and end by disclosing the story's purpose-what the author learns from the event or why it makes an important point (Purba, 2018).

"Narrative text as a story reveals or explains an activity in the past time clearly," claims Keraf (2001). Thus, the PHCC Writing Center (2016) claimed the narrative essay is an essay that tells you stories impression faced by the author in the previous time. Furthermore, Gutierrez at al., (2015) defined narrative essay a "comprehension and expression of our experience over time which can be found in every setting of human interaction". Additionally, narrative writing deals with difficult occurrences that trigger crises or similar turning moments, which are then resolved (Phommavongsa et al., 2021).

d. Descriptive Essay

A descriptive essay gives sensory details about something. Like narrative essays, they enable you to be more creative than most academic writing, but they are more focused than narrative essays. Instead of telling the whole story, a writer can explain a particular place or object. A descriptive essay tests the writer's ability to use creative language, making impressive word choices to convey an impressive picture of what the writer is describing. A descriptive essay can be quite structured, although it usually has to start by introducing the writer's point of description and end by drawing the full picture. The important thing is to use careful wording and figures of speech to create an original description of the writer's object.

Nesamalar (2005) defined a detailed description of a person, item, or place's physical characteristics as well as its traits is known as descriptive writing. To

communicate the full picture, it pays attention to all of the senses: sight, hearing, smell, touch, and taste. Journal entries would help students compose a detailed essay. As they write, students think back on the memories or experiences they want to include in the journal. This supports Nesamalar (2005) statement in which descriptive writing attends to the senses. Descriptive essay paints a picture with words. Additionally, according to Wardani (2014), a descriptive essay is "a work that provides information on a certain person, place, or thing." It accomplishes this by using the description to convey a deeper meaning. In a descriptive essay, the author should employ vivid language and sensory elements to illustrate, not tell. The most evocative descriptive essays are those that appeal to the reader's emotions (Fajri, 2020).

3. **Error Sentences**

There are certain issues with academic writing as well. Dunleavy (2003) addresses various issues in

academic writing, including issues with sentence form and citation and reference styles. According to Langan (2011), frequent sentence difficulties include phrase fragments, run-on sentences, and dangling modifiers (Ihsani & et.all, 2014). They will be detailed in further detail below:

a. **Fragment**

A fragment is similar to a phrase or a dependent clause that can be run as a sentence. A fragment represents a partial notion; it cannot operate as a single statement. 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 (Basri & Erna, 2022). It is usually referred to as an incomplete sentence since it does not establish a complete meaning. Examples:

1. Fragment Sentence: Slammed the door and left.

   Revision: **Cita** slammed the door and left.

2. Fragment Sentence: Discovered the cure for the disease.

   Revision: **The writer** discovered the cure for the disease.

3. Fragment Sentence: Because it was raining.

   Revision: **We canceled the picnic** because it was raining.

4. Fragment Sentence: After you finish the project.

   Revision: **You will get a bonus** after you finish the project.

5. Fragment Sentence: From morning until night.

   Revision: **You worked** from morning until night.

6. Fragment Sentence: My sister in the kitchen

   Revision: My sister**was cooking** in the kitchen

b. **Run on sentence**

A run-on sentence is a sentence that is overly lengthy. It has two or more poorly assembled clauses. The run-on sentences do not notify the reader where the sentences begin or finish. Examples:

1. Alex and Bella moved in next door, they seem really nice.

   Revision: Martin and Ellen moved in next door, **and** they seem really nice.

2. The train was late, he missed my meeting.

   Revision: The train was late, **so** he missed my meeting.

3. That's my favorite book I don't like the sequel.

   Revision: That's my favorite book, **but** I don't like the sequel.

4. Alexa loves to write papers Alexa would write one every day if I had the time.

   a) Use a period

      Revision: Alexa loves to write papers**.** Alexa would write one every day if I had the time.

   b) Use a semicolon

      Revision: Alexa loves to write papers**;** Alexa would write one every day if I had the time.

   c) Use a comma and a coordinating conjunction

Revision: Alexa loves to write papers**, and** Alexa would write one every day if I had the time.

d) Use a subordinating conjunction

Revision: **Because** Alexa loves to write papers, Alexa would write one every day if I had the time.

c. **Dangling Modifier**

A dangling modifier is a modifier that must be followed by the word it is meant to describe in order to unlock a phrase. If not, the modifier is considered hanging and the statement takes on an unintended connotation. A hanging modifier is a phrase or clause that either does not modify any words in the sentence or relates to the incorrect term. The statement lacks consistency due to stray modifiers.

Examples:

1. Smoking my cigar, a fire engine came roaring around the corner.

Revision 1: As I was smoking my cigar, a fire engine came roaring around the corner.

Revision 2: Smoking my cigar, I saw a fire engine roaring around the corner.

2. After drilling my tooth, my cavity stopped aching.

Revision 1: After the dentist drilled my tooth, my cavity stopped aching.

Revision 2: After drilling my tooth, my dentist stopped my cavity from aching.

3. When fishing, my hook is always baited.

Revision 1: When fishing, I always bait my hook.

Revision 2: When I am fishing, my hook is always baited.

4. To become a physician, aptitude and hard work are needed.

Revision: To become a physician, one needs to have aptitude and to work hard.

5. After reading the original study, the article remaims unconvincing.

Revision 1: After reading the original study, I find the article unconvincing.

6. The experement was a failure, not having studied the lab manual carefully.

Revision: The students failed the experiment, not having studied the lab manual carefully.

B. Sentence Fragments

The study focuses on unfinished sentences, often known as sentence fragments, because writing demands complete and accurate phrases. The researcher also investigated what variables contributed to students' difficulty in producing academic essays, which resulted in sentence fragments. A sentence fragment is a component of a sentence and cannot stand alone. It lacks either a subject or a verb. A sentence fragment is an unfinished sentence or piece of a sentence (Oshima & Hogue, 1998).

The sentence is considered incomplete if a dependent clause is unrelated to an independent clause. A sentence

fragment, according to Bram (1995), is analogous to a phrase or a dependent clause. A valid sentence has a subject, a finite verb that is related to that subject, and a full idea. As a result, it can stand on its own. While a sentence fragment may have a subject and a verb, it never presents a full notion and cannot stand alone. Its whole meaning is frequently dependent on another sentence, usually the one before it. According to Bram (1995), a sentence is considered a sentence fragment if it lacks one of the following: 1) The subject, 2) The verb, 3) The subject and verb, and 4) The main or independent sentence. (Yaqin, 2020).

1. **The Factors of Sentence Fragments**

According to Bram (2016), sentence fragment causes are classified into four categories:

   a. **The Absence of Verb**

   An omission verb is a phrase that does not contain a verb and hence lacks a verb.

   Examples:

1. The students in the classroom

   Correctness: the students **study** in the classroom (add a verb)

2. A story with deep thoughts and emotions

   Correctness: A story with deep thoughts and emotions **is** enjoyable.

3. They lunch after business class.

   Correctness: They **ate** lunch after business class.

b. **The Absence of Subject**

A sentence with no subject is known as an omission subject.

Examples:

1. studies diligently and seriously

   Correctness: **She** studies diligently and seriously (add a subject)

2. There has been no improvement in any of the vital indicators.

   Correctness: **The patient**shows no Improvement in any of the vital signs.

3. Bought himself a nice new car

Correctness: **He** bought himself a nice new car

c. **The Absence of both subject and verb**

A sentence with an omission subject and verb lacks a subject and verb.

Examples:

1. Late for class

    Correctness: **he comes** late for class (add a subject and a verb)

2. Lilies from the valley

    Correctness: **I can smell** the lilies from the valley

3. Particularly at the beach

    Correctness: **He**particularly **enjoyed** his time at the beach

d. **Dependent clause fragment**

A dependent clause (or subordinate clause) cannot stand alone as a full sentence since it does not communicate a complete concept.

Examples:

1. Because some students work part-time while attending classes full-time.

    Correctness: Because some students work part-time while taking a full load of courses, **they have very little time.** (add independent clause).

2. After you leave.

    Correctness: After you leave, **I will be sad**.

3. Although she wants to go to the movies.

    Correctness: Although she wants to go to the movies, **she must study for her communications test instead.**

C. Previous Studies

The researcher reviewed various studies related to this research while producing this thesis. The researcher discovered a few references from earlier studies. These sources can also be utilized by the researcher to learn how to do a sentence fragment analysis in student writing in terms of sentence structure, as stated below:

The first study, Investigating Sentence Fragments in Comic Books: A Syntactic Perspective, was carried out by Herman, Nguyen Van Thao, and Naomi Anggraini Purba (2021). The authors conducted content and document analysis using qualitative methodologies in this study (Choy & Clark, 2010). After reviewing the data, the researcher discovered six types of Sentence Fragments: adjective clause fragments, adverbial clauses, nominal clauses, appositive clauses, infinitive clauses, missing subject, participial, and prepositional. The data was gathered from 30 chapters of Yoshihiro's comic books. There are 34 sentence fragments, 13 (38%) dependent clause fragments, and 21 (62%).Bashir (2016) researched six types of sentence fragment components, but only four were discovered in this comic: omission of verbs (50 %), subject (20 %, and object (10 %), omission of subject and verb (10 %), and appositive or list fragments (10 %). This study has similarities and differences with research that has been conducted by researchers. The similarities between the research conducted by Herman et al

and the research conducted by other researchers are the same as qualitative research which focuses on analyzing sentence fragments. Then it also has differences, namely the theory of sentence fragments and the written works that are analyzed. In Herma et al's (2021) study, they focused on analyzing sentence fragments in comic books, while in their research the researchers analyzed sentence fragments in argumentative essays (Herman et al., 2021) .

The second study, Sentence Fragments In Sea Teacher Blog Writing In St.Paul University Surigao, Philippines, was done by Beny Arum Setianingsih, Entika Fani Prastikawati, and Wiyaka (2020). The writers of this study employed qualitative approaches to conduct content and document analysis. Ten official online diaries of SEA teacher students acquired from the SEA Teacher blog site were utilized in this investigation. The researchers discovered several sorts of fragments in seven formal online diaries while examining 10 formal online diaries. The missing verb was the most crucial part discovered (56.52 %). Missing topics (30.43 percent),

more detail fragments (8.70 percent), and -ing fragments followed (4.34 percent). Meanwhile, the 6th batch of SEA Teacher participants found challenges in composing online diaries due to a lack of grammatical expertise, time limits, restricted references, and varied languages utilized (Arum Setianingsih et al., 2020). This study has similarities and differences with research that has been conducted by researchers. The similarities between the research conducted by Setianingsih et al (2020) and the research conducted by other researchers are the same as qualitative research which focuses on analyzing sentence fragments. Then it also has differences, namely the theory of sentence fragments and the written works that are analyzed. In Setianingsih et al's (2020) study, they focused on analyzing sentence fragments in SEA Teacher Blog Writing, while in their research the researchers analyzed sentence fragments in Argumentative Essays.

CHAPTER III

RESEARCH METHOD

A. **Research Design**

A descriptive qualitative research design was used in the study. Bogdan and Biklen (1992), qualitative is research procedure that produces descriptive data in the form of speech, writing, and observed behavior of a person, group, or community. According to Sugiono (2010), qualitative research is conducted with researchers as the primary instrument, data gathering methodologies are combined, and data analysis is inductive. The goal of conducting research is to give solutions to research challenges. The researcher discovered a research strategy while searching for a solution. The research design makes it apparent to the researcher how the data were gathered and processed; it guided the researcher in acquiring trustworthy data and then in analysing it in order to come up with answers to the research questions. To identify the solution to the research challenges, for instance,

the researcher needed a research plan to guide them (Putri et al., 2022).

According to the aforementioned statement, the researcher employed descriptive method and descriptive design in this study. One of the research methods that gathers information focused on present status and phenomena is the descriptive method. They are asked to explain the situation as it stands at the time of the study. The pupils are not provided a control group or treatment during a descriptive research. According to Nazir (2011), a descriptive method is a method for exploring the future status of a group of people, an item, a set of conditions, a system of ideas, or a class of events. The researcher utilized a descriptive technique to describe the forms and frequency of sentence fragments in the writing of fifth semester students at the English Department of UIN FAS Bengkulu.

The researcher detected sentence fragments discovered in essays written by fifth semester English Department students at UIN FAS Bengkulu in this study. The

student sentence fragments this categorisation based on Oshima and Hogue's recommended frequent sentence structure faults (1998). After the mistakes have been found and categorised, the researcher used a method to quantify the frequency of errors. The calculation result was recorded in the form of a percentage to determine what the most common errors made by students in writing.

B. **Research Objects**

In this reseach, the research objects are students' academic writings. The student's academic writing is taken in the form of an argumentative essay with a minimum of 300 words. Essays were taken from all fifth semester A class students, totaling 19 students. The aim of the researcher is to take essays from all students in class A, so that researcher can find out what types of sentence fragments are made by all students in class A and what types of sentence fragments are most dominantly made by them.

C. Data Collection Technique

In-depth examination of the written or printed information in the mass media is known as content analysis. Typically, this analysis is applied to qualitative research. Harold D. Lasswell is credited with inventing the symbol coding approach, which records symbols or messages in a systematic manner before interpreting them. However, content analysis is also used to describe a particular analytical approach. Content analysis is generally defined as a method that includes all analysis of the text's content. According to Holsti, the analysis method is a process for coming to conclusions by objectively, methodically, and broadly recognizing different specific qualities of a communication. To be objective implies to follow guidelines or processes that, if followed by other persons (researchers), may lead to comparable results. When something is done systematically, it means that it is done in accordance with rules that are consistently applied. This includes making sure that the data

are carefully chosen and coded to prevent bias. Being generalist requires that the invention have a theoretical foundation.

There are a few requirements for the application of content analysis, including the fact that the majority of the data is documented material (books, newspapers, recordings, manuscripts/scripts). Then, there is additional data or a specific theoretical framework that provides explanations of and serves as a technique of approaching the data. Because some of the documentation is extremely unique or specific, researchers have the technological skills to process the materials/data they collect.

The purpose of collecting data in this research is to obtain the necessary material, which will be utilized by the researcher to answer the research questions. The data collection methods employed in this study are a test and a questionnaire. The researcher administers the writing exam and questionnaire in order to assess the students' writing abilities. The researcher is interested in learning how many

sentence fragments students use when writing essays. Hopefully, the researcher can reduce the probability of mistakes in the students' writing by developing checklist, document analysis, and interview. Furthermore, it is important to assess students' knowledge of the subject.

1. **Checklist**

A checklist is a straightforward instrument made up of a prepared list of anticipated performance or attribute elements, which are then evaluated by a researcher to see if they are present or not. It is one of the tools for performance evaluation that is most frequently utilized. An observer can use a checklist to merely record the presence or absence of a trait. It comprises of a list of the actions, behaviors, and activities the observer notes while an incident takes place. The observer must determine whether specific behavior has occurred. In the table, a checklist example is shown.

Table 2. Checklist of sentence fragments in students'

academic writing

No	Students	Sentence Fragments				E.	Ket.	Total
		A.V	A.S	A.S&V	D.C.F			
1.	S.1							
2.	S.2							
3.	S.3							
4.	S.4							
5.	S.5							
6.	S.6							
7.	S.7							
8.	S.8							
9.	S.9							
10.	S.10							
11.	S.11							
12.	S.12							
13.	S.13							
14.	S.14							
15.	S.15							
16.	S.16							
17.	S.17							
18.	S.18							
19.	S19							

Notes:

A.V   : The absence of the verb

A.S   : The absence of the subject

A.S&V   : The absence of both subject and verb

D.C.F   : Dependent clause fragment

S   : Student

2. Document analysis

Data collection with the documentation method, namely looking for data regarding things or variables in the form of photos, notes, books, letters newspapers, magazines, and so on as a reference for researchers to facilitate research. In this study, researchers collect written objects such as student academic writings (the essay). In this term, the researcher used document analysis of argumentative essays to explore students skills in writing by looking at the sentence structure and grammar of each essay sentence made by the students.. According to Creswell (2014), documents provide valuable information in helping researchers understand central phenomena in qualitative studies. It needs the interpretation to elicidate meaning, gain understanding and empirical knowledge. (Thevadas & Hashim, 2020)

3. Interview

The interview were undertaken to gather data on the third study topic, which concerned the students' proficiency in producing effective argumentative essays. Semi-structured

interviews were used by the researcher in this study. Cook (2008) explains that while the informants are not constrained in their ability to elaborate or change the course of the interview technique, the researcher has more control over the direction of the conversation and discussed content in semi-structured interviews than in non-directive data collection approaches. In this reseach, the reseacher interviewed nine students in class A who were fifth semester English Education students. The researcher merely asked three main questions during the interview, and the information was recorded using a cellphone. The transcription of the record is translated into English from the Indonesian that the researcher spoke. The researcher employed pseudonyms rather than the participants as an ethics code. So, interview was only conducted in analyzing situation. The questions are as follow.

1. Did you find any obtacle in writing argumentative essay?
2. What kind of problem do you find during wrting argumentative essay?
3. What kind of solution?

D. Data Analysis Technique

The acquired data was evaluated in the study to make it more relevant. Data analysis is a word used in research to describe the process of analyzing data. The researcher use error analysis as a method of data analysis. There are various procedures to taking while using the error analysis approach to analyze data. Gass and Selinker (2008) recommended six phases in error analysis: gather data, detect mistakes, categorize errors, quantify errors, analyze cause, and remedy. The researcher employed the first four phases of error analysis in this study because they are appropriate for the data in the study.

1. Collection of Data

Data collection is the initial stage in undertaking error analysis. The data for this study were gathered as a consequence of student writing. The data is, without a doubt, written data.

2. **Identification of Errors**

   The term "identify mistakes" relates to the identification of sentence fragments created by students when writing. In this stage, the researcher learned the collected data and discovered the sentence fragments created by students while writing an English essay. Errors might include, for example, the absence of a subject, verb, or independent sentence.

3. **Classification of Errors**

   Following the identification of faults, the following step is to categorize them. Sentence fragments discovered throughout the identification process will be divided into many categories. Those categories are based on Oshima and Hogue's proposed frequent sentence structure faults (1998).

4. **Quantification of Errors**

   This final phase involves determining how many sentence fragments appeared in students' papers. In this

phase, the researcher computed the frequency of sentence fragments and then tabulated the mistakes in percentage form so that the researcher could identify the most prevalent sentence fragments in students' work. It is critical to understand that the researcher used a specific formula to calculate the mistakes.

The formula stated as follows:

$P = f/n \times 100\%$

P : percentage of each error

f : number types of error

N: the total of the whole errors

(Kayoshi & Oktavia, 2022)

In this analysis, some steps to make this analysis systematic and easier are:

1. Read the content of the argumentative essay several times, to understand each sentence in the argumentative essay paragraph .

2. Marking the essay when finding the data you are looking for (the researcher analyzes the sentence fragments) or finds the sentence fragments in the argumentative essay.

3. Analyze the types of sentence fragments contained in argumentative essays.

4. Analyze what types of factors a sentence has as a sentence fragment.

5. Summarize what types of sentence fragments are in the argumentative essay and which sentence fragments appear most dominantly in the argumentative essays made by students.
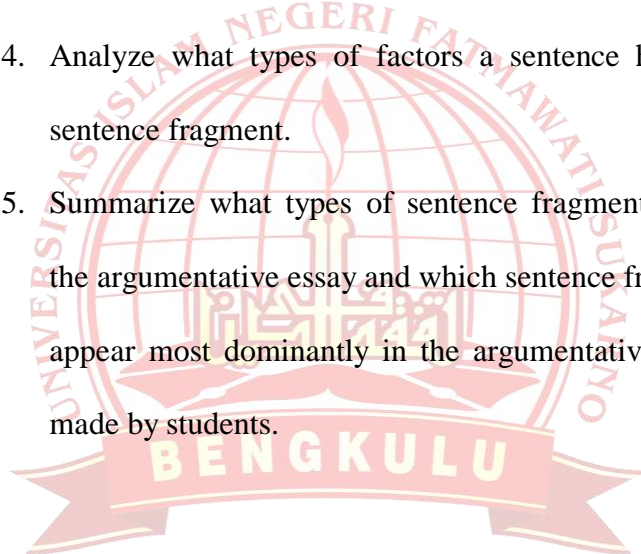
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of two parts, namely the findings and discussion of the research. This finding was gained from the document analysis and interview that the researcher has done. Thedocument was carried out on Sunday, September 12th, 2022. Meanwhile, interview was held on November 4th, 2022. The findings showed that the data obtained from the results of the students' academic writing (argumentative essay) were to see the types of sentence fragments and the dominant of sentence fragments in the argumentative essay made by the fifth semester students (class A) of English Department of UIN FAS Bengkulu. Thus, the reseacher conductedinterview to determine the factor that cause sentence fragments in students' writing. Then, the discussion contains the description and interpretation of the research results.

A. FINDINGS

The data described in the findings are taken from the document analysis and the interview. The document analysis was the argumentative essay and the interview withthree questions. After the data was concluded, the researcher would like to analyze the data. The prosedure that the reseacher used to analyze the data are collection of data, identification of errors, classification of errors, and quantification of errors. Thus, the researcher divided the explanation into three parts: first, the types of sentence fragments in students' academic writing (argumentative essay), second, the dominant types of sentence fragments in students' academic writing (argumentative essay), and third, the factor that cause sentence fragments in students' academic writing (argumentative essay). A detailed explanation is presented below:

1. **The Types of Sentence Fragments in Students' Academic Writing (Argumentative Essay)**

After the data was collected, the researcher analyzed the data, identified and underlined the sentence fragment items. Then, the researcher classified the sentence fragments into the types of sentence fragments. The students' writing was identified and classified based on types of sentence fragments according to Oshima and Hogue's (1998). The reseacher identified and underlined students' errors into the sentence fragments. All of these were outlined in the table below:

Table 3. Identification Sentence Fragments in Students'

Academic Writing (Argumentative Essay)

Student 1

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		

| Dependent clause fragment | 1. Some may **argue, that** not everyone has to go to college. | 1) Some may arguethat not everyone has to go to college. |

Students 2

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	a. It is true that education is **important but** not everyone can continue their education to a higher level. b. At this school, students are more focused on learning in one particular **field. For example about** electronics,	a. It is true that education is important, but not everyone can continue their education to a higher level. b. At this school, students are more focused on learning in one particular field; for example, about electronics,

	machines, or fashion.	machines, or ,fashion.
	c. One of the main factors that people cannot continue their studies is financial **problems, it** is true that in college there are lots of **scholarships but** if that person is the person who is the breadwinner of the family, only scholarships cannot fulfill their needs.	**c.** One of the main factors that people cannot continue their studies is financial problems. It is true that in college there are lots of scholarships, but if that person is the person who is the breadwinner of the family, only scholarships cannot fulfill their needs.

Students 3

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		

| Dependent clause fragment | 1. I **agree, with** the above argument because by continuing education to a higher level and getting a bachelor's degree, | 1. I agree with the above argument because by continuing education to a higher level and getting a bachelor's degree, |
| | 2. From the above **argument I** can conclude that education is very important for us, | 2. From the above argument, I can conclude that education is very important for us, |

Students 4

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	1. Albert Einstein **said "science** without religion	1. Albert Einstein said, "Science without religion

	is blind, and religion without science is lame**".** 2. On campus, we can take a lot of **knowledge. Social** education, natural education, and most importantly religious education. 3. There are two paths for people to succeed, the first by pursuing a deep **education. Or** people who are successful with the skills they have without going to college. 4. However, on **campus there** are also many opportunities for us to **learn apart** from the courses that we find.	is blind, and religion without science is lame." 2. On campus, we can take a lot of knowledge such as social education, natural education, and most importantly religious education. 3. There are two paths for people to succeed, the first by pursuing a deep education, or people who are successful with the skills they have without going to college. 4. However, on campus, there are also many opportunities for us to learn, apart from the courses that we find.

Students 5

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	6. <u>**So**</u> is college important? Does everyone have to go to college? It still depends on each <u>**individual individual.**</u> 7. Everyone has their own dreams and <u>**goals, to achieve this**</u> they also have their own ways. 8. People who go to college may not necessarily be <u>**successful and**</u> people who don't go to college will not	1. So, is college important? Does everyone have to go to college? It still depends on each individual's circumstances. 2. Everyone has their own dreams and goals.To achieve these, they also have their own ways. 3. People who go to college may not necessarily be successful, and people who don't go to college will not necessarily fall, and vice versa.

	necessarily fall, and vice versa.	

Students 6

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	1. .....educators.**college** is a must, but for everyone who really intends and wants to go to college. 2. **.....students. those** who are less well off financially to go to college.	a. ....educators. College is a must, but for everyone who really intends and wants to go to college. b. students. Those who are less well off financially to go to college.

Students 7

Types of Sentence	Source Data (sentence	Correction

Fragments	fragments)	
The absence of the subject		
The absence of the verb		
The absence of both subject and verb	1. Big too	1. It is big too
Dependent clause fragment	1. .....success**. for megoing** to campus is just an identity that you are a person who is studying. 2. The difference is only a matter of theme and **time if**college people have a structured place **and time and** if people who don't go to college **they** can get what they are looking for in all places and all circumstances.	1. ....success. For me, going to campus is just an identity that you are a person who is studying. 2. The difference is only a matter of theme and time.If college people have a structured place and time, and if people who don't go to college, they can get whatthey are looking for in all places and all circumstances.

Students 8

Types of Sentence Fragments	Source Data (sentence fragments)	Correction

The absence of the subject		
The absence of the verb	1. The purpose of that **education to replace, submits** our thoughts **than** previously empty or unaware **become** more **open.**	1. The purpose of that education is to replace and submits our thoughts, which were previously empty or unaware, to more open minds.
The absence of both subject and verb		
Dependent clause fragment	1. Work and success don't have to go to **college but** with college we are able to resolve the issues around us	1. Work and success don't have to go to college, but with college we are able to resolve the issues around us

Students 9

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		

The absence of both subject and verb		
Dependent clause fragment	1. **In lectures we can gain more knowledge, in lectures**we can also participate in many organizations on campus that can broaden our horizons. 2. **So**in my opinion, someone is required to go to **college, there** is no reason for young people not to go to **college, because The** government has also made it easier for those who are economically disadvantaged to **walk.** 3. .....important**.** **because**the higher a person's education, the career opportunities will also be wider.	1. In lectures, we can gain more knowledge, and we can also participate in many organizations on campus that can broaden our horizons. 2. So, in my opinion, someone is required to go to college. There is no reason for young people not to go to collegebecause the government has also made it easier for those who are economically disadvantaged to work. 3. .....important. Because the higher a person's education, the career opportunities will also be wider.

Students 10

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject	1. **<u>Improve</u>** the knowledge and quality of our humanresources. 2. **<u>improve</u>** the knowledge and quality of our human resources, **improve** the skills or special skills that we will have in the future,..	1. College improve the knowledge and quality of our human resources. 2. College improve the knowledge and quality of our human resources, and it improvethe skills or special skills that we will have in the future
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment		

Students 11

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	1. The choice between college and work is a confusing thing to **choose. Because** some people agree with the opinion that college determines the future. 2. ......**future. but** there are also those who think that without collegeand a degree **they**can also earn a lot of money and an established	1. The choice between college and work is a confusing thing to choose because some people agree with the opinion that college determines the future. 2. ......future. But there are those who think that without collegeand a degree, theycan also earn a lot of money and an

	career. 3. From this argument, it can be concluded that young people should go to **college. on the grounds** that college can provide more knowledge. 4. It is not a benchmark that it must be people who go to college who can **lead but** it is people who go to college who have more experience and certainly have more knowledge.	established career. **3.** From this argument, it can be concluded that young people should go to college because college can provide more knowledge. **4.** **5.** It is not a benchmark that it must be people who go to college who can lead, but it is people who go to college who have more experience and certainly have more knowledge.

Students 12

Types of Sentence Fragments	Source Data (sentence fragments)	Correction

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		**Z**
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	a. InIndonesia, universities can take the form of academics, polytechnics, **school, institute** or **university. With** a variety of majors according to the interests and talents of the students. b. **Therefore there** is a fact that human resources in Indonesia are also very low.	1. In Indonesia, universities can take the form of academics, polytechnics, schools, institutes or universites with a variety of majors according to the interests and talents of the students. 2. Therefore, there is a fact that human resources in Indonesia are also very low.

Students 13

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the		

subject		
The absence of the verb	**1.** The progress and decline of a country**is** determined by the education applied by that country. 2. ....which they consider only**adding** to the burden of life and a waste of time.	**1.** The progress and decline of a country are determined by the education applied by that country. 2. ....which they consider only to add to the burden of life and a waste of time.
The absence of both subject and verb	**1.** Pioneer of education and as the father of education and is also one of the figures in the struggle for independence.	**1.** His roles are the pioneer of education, as the father of education, and also one of the figures in the struggle for independence.
Dependent clause fragment	**1.** Moreover, Indonesia is essentially a rich **country. of** its natural **resources and** if it is managed with intelligent and quality human resources,..... **2.** **.......and finallywe as students**should be consistent and	**1.** Moreover, Indonesia is essentially a rich country because of its natural resources, and if it is managed with intelligent and quality human resources,..... 2. Finally, we, as students, should

	serious in learning and taking education to the highest level.	be consistent and serious in learning and taking education to the highest level.

Students 14

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	1. **college** is actually not just to get a **degree but, college provides** a knowledge,...... 2. Prof. Dr.**jhon dewey explains**higher education a roses of experience. 3. Training during college is a science that we can apply when	1. College is actually not just to get a degree, butcollege provides a knowledge,....... 2. Prof. Dr. Jhon Dewey that explains higher education a roses of experience. 3. Training during college is a science that we can apply when

| | we enter the world of **work experience** can indeed affect a person's growth in any case. | we enter the world of work. Experience can indeed affect a person's growth in any case. |
| | 4. ....**and Continuing their** education to college is everyone's **dream, however, not** everyone can go to college and continue their education. | 4. Continuing their education to college is everyone's dream; however, not everyone can go to college and continue their education. |

Students 15

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause fragment	1. Deputy Minister for the Coordination of Education	1. Deputy Minister for the Coordination of Education

	Source Data	Correction
	Quality Improvement and Religious Moderation Prof. R. Agus Sartono said that human development towards advancing Indonesia by**achieving it** is to give our young people the widest opportunity to learn	Quality Improvement and Religious Moderation Prof. R. Agus Sartono said that human development towards advancing Indonesia by achieving, it is to give our young people the widest opportunity to learn
	2. .....reasons, one of which is **economic**.	2. .....reasons, one of which is economy.

Students 16

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause	1. After high school the next	1. After high schoolthe next

	level we will be burdened with choosing to continue education or not.	level, we will be burdened with choosing to continue education or not.
fragment	**2. College we** will open up opportunities for a brilliant future in accordance with our aspirations because in today's **era higher** education is an important thing in getting a job.	**H.** In our college, we will open up opportunities for a brilliant future in accordance with our aspirationsbecause in today's era, higher education is an important thing in getting a job.

Students 17

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause	**1.** I agree with the	**3.** I agree with the

fragment	statement that people should go to **college. Because** I think college is one way to get success.	statement that people should go to college because I think college is one way to get success.
	2. As we **know that** many people are successful in other ways.	4. As we know, that many people are successful in other ways.
	3. **That's why in my opinion**college is only considered one of the various ways to achieve a successful future.	5. That's why, in my opinion, college is only considered one of the various ways to achieve a successful future.

Students 18

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause	1. I totally agree with the	1. I totally agree with the

fragment	statement that people should go to college**,** **because** I think education is one aspect that is very important for human life. 2. In addition, **studying or studying**is one of the most important things for a woman**,** **because** one day they will become the first madrasa for **her** child.	statement that people should go to college because I think education is one aspect of life that is very important for human life. 2. In addition, studying is one of the most important things for a woman because one day they will become the first madrasa for their child.

Students 19

Types of Sentence Fragments	Source Data (sentence fragments)	Correction
The absence of the subject		
The absence of the verb		
The absence of both subject and verb		
Dependent clause	a. **So** in other	1. So, in other

fragment	words, with the competencies possessed by university graduates, **b.** In the world of **<u>work educational</u>** background is very important as a requirement to be accepted to work in an agency or company.	words, with the competencies possessed by university graduates, **2.** In the world of work, an educational background is very important as a requirement to be accepted to work in an agency or company.

After identification of sentence fragments, the researcher classified the sentence fragments. Below is the table of the numbers of errors based on the type of sentence fragments:

Table 4. Classification types of sentence fragments in

Students' Academic Writing (Argumentative Essay)

NO	Students	Types of Sentence Fragments			
		A.S	A.V	A.S&V	D.C.F
1.	Student 1	-	-	-	1
2.	Student 2	-	-	-	3
3.	Student 3	-	-	-	2
4.	Student 4	-		-	4
5.	Student 5	-	-	-	3
6.	Student 6	-	-	1	3
7.	Student 7	-	-	1	2
8.	Student 8	-	1	-	1
9.	Student 9	-	-	-	3
10.	Student 10	2	-	-	-
11.	Student 11	-	-	-	4
12.	Student 12	-	-	-	2
13.	Student 13		2	1	2
14.	Student 14	-	-	-	4
15.	Student 15	-	-	-	2
16.	Student 16	-	-	-	2
17.	Student 17	-	-	-	3
18.	Student 18	-	-	-	2
19.	Student 19	-	-	-	2
	Jumlah	**2**	**3**	**3**	**45**
	Total	**53**			

Notes:

A.V   : The absence of the verb

A.S   : The absence of the subject

A.S&V   : The absence of both subject and verb

D.C.F   : Dependent clause fragment

Based on the results of the analysis in students' academic writing, the researcher found four types of sentence fragments according to Oshima and Hogue's opinion, namely dependent clause fragments, the absence of both subject and verb, the absence of verb, and the absence of subject in argumentative essays. However, the occurrence of the four types of sentence fragments has different frequencies. In addition, the researcher also found that the four types of sentence fragments do not always appear together in individual writing. For example, in student 1, only one type of sentence fragment was found in his essay, namely the dependent clause fragment, while the other three sentence fragments were not found.

2. **The Dominant Types of Sentence Fragments in Students' Academic Writing (Argumentative Essay)**

After the reseacher identified and classified sentence fragments to determine what types of sentence fragments appeared in student writing. The reseacher continued by calculating the persentage of each type of sentence fragment to determine the dominant type of sentence fragment.

Quantification of Sentence Fragments, the formula :

P = f/n X100%

P : percentage of each error

f : number types of error

N: the total of the whole errors

(Gass &Selinker, 2008)

Percentage of sentence fragments made by the students :

    1. The absence of the subject

P = f/n X100%

P = 2/53 X100% = **3,77 %**

    2. The absence of the verb

P = f/n X100%

P = 3/53 X100% = **5,66 %**

    3. The absence of both subject and verb

P = f/n X100%

P = 3 /53 X100% = **5,66%**

    4. Dependent clause fragment

P = f/n X100%

P = 45/53 X100% = **84,91%**

The table below shows the percentage from each type of

sentence fragments made by the students:

Table 4. The Distribution and the Percentage of Sentence

Fragments in Students' Academic Writing

(Argumentative Essay)

No	Types of Sentence Fragments	Frequecy (f)	Percentage
1.	The absence of the subject	2	**3,77%**
2.	The absence of the verb	3	**5,66%**
3.	The absence of both subject and verb	3	**5,66%**
4.	Dependent clause fragment	45	**84,91%**
	Total	53	**100%**

After getting the data and analyze it, it was obtained types of sentence fragment make by the students and the dominant types of sentence fragment that it usually comes out in their paragraph. The finding of the analysis of writing paragraph revealed four types of sentence fragment and 53 fragment found in the argumentative essay made by 19 students. The most common fragment found in their dependent clause fragment with the highest percetace 84,91% or 45 frequency, the second position arethe absence of verb and the absence of both subject and verb with the same percentage 5,66 % or 3 frequency, and the last position is the absence of subject with the percentage show 3,77% or 2 frequency. The following are explained of dependent clause fragment, the absence of both subject and verb, the absence of the verb, the absence of the subjectbased on the results of an analysis of sentence fragments in students' academic writing.

a. Dependent Clause Fragment

In dependent clause fragment, the total number of errors was 45 frequency with 84,91% percentage of the total errors 53, of the 19 total students who have written the argumentative essays. Based on the table, the distribution and the percentage of sentence fragments in students' academic writing, dependent clause fragment was highest number of errors and became the dominant type of sentence fragment.The following are example of the dependet clause fragment made by students based on the results of an analysis of sentence fragmets in students' academic writing ;

Students 2

Sentence fragments : It is true that education is
important but not everyone can continue their

Students 13

Sentence fragments :**finally we as students should** be consistentand serious in learning and taking education to the highest level.

Students 18

Sentence fragments : In addition, **studying or studying** is one of the most important things for a woman**, because** one day **they** will become the first madrasa for **her** child.

b. The absence of both subject and verb

For thea absence of both subject and verb, there are 3 frequency with 5,66% percentage of the total errors 53, of the 19 total students who have writtenthe argumentative essays. Based on the table, the distribution and the percentage of sentence fragmets in students' academic writing, the absence of both subject and verb was the first below of the highest number. The following are example of the absente of both subject ad verb made by students

based on the results of an analysis of sentence
fragmets in students' academic writing ;

Students 7

Sentence fragments : Big too

Students 13

Sentence fragments : Pioneer of education **and** as the
father of education **andis** also one of the figures in
the struggle for independence.

c. **The absence of verb**

In the absence of verb, there are 3 frequency
with 5,66% percentage of the total errors 53, of the 19
total students who have written the argumentative
essays. Based on the table,the distribution and the
percentage of sentence fragments in students'
academic writing, the absence of verb was the third
highest number of error. The following are example of
the absence of verb made by students based on the
results of an analysis of sentence fragmets in students'
academic writing ;

Student 8

Sentence fragments : The purpose of that **education to replace, submits** our thoughts than previously empty or unaware become more open.

Students 13

Sentence fragments : The progress and decline of a country **is** determined by the education applied by that country.

Sentence fragments : ....which they consider only **adding** to the burden of life and a waste of time.

d. **The absence of subject**

In the absence of subject, there are 2 frequency with 3,77% percentage of the total errors 53, of the 19 total students who have written the argumentative essays. Based on the table, the distribution and the percentage of sentence fragments in students' academic writing, the absence of subject was the lowest number of error. The following are example of

the absence of subject made by students based on the results of an analysis of sentence fragmets in students' academic writing ;

Student 10

Sentence fragments : **improve** the knowledge and quality of our human resources.

3. **The factor that cause sentence fragments in students' academic writing (argumentative essay)**

The third research question looks for an answer to this particular issue. The information required to answer this question was gathered using a research instrument, which is an instrument. The interview's results are displayed in the paragraphs that follow. The three interview questions are described in more detail below, along with some participants' responses. These are the questions.

1) Did you find any obtacle in writing argumentative essay?

2) What kind of problem do you find during wrting argumentative essay?

3) What kind of solution?

The first question of the interview was about "Did you find any obstacle in writing argumentative essay?". They all (R1 until R9) admitted that they face problems mostly in vocabulary, grammar, and ideas about what to write. As shown in the excerpts below.

R1: "Yes, I found many obstacles in writing an essay".

R4: "Yes sis, the obstacles are like hmm hmm lack of ideas, grammar (composing words), and lack of vocabulary"

R6: "There are many obstacles to writing an essay, there must be obstacles"

R8: "Yes, sis, if there are problems with writing, there must be".

Next, the second question asked them about "What kind of problems do you find during writing arguementative essay?", they answered as directly

excerpted from some of the respondents below. R2, R3, R4, R6, and R7 have problem with vocabulary. Thus R1, R3, R4, R6, RR8, R9 also have problems with ideas. Next, R1, R2, and R4, R5, R6, R7, and R8 have problem with grammar. Last, R1 and R3 have problem with argumentative generic structures.

R1: *"First, the most important thing is definitely from an idea, sometimes when writing an idea gets stuck. Then, what kind of draft do you want to write first and then what's next, it's sometimes confusing, sis. Then regarding grammar, sometimes the writing is wrong, some are missing –ed".*

R2: *"The problem is usually in the first hmm vacobulary because of limited vocabulary. Then when writing the essay, the grammar is still not correct or still wrong".*

R3: *"The first one, sis, usually goes back and forth between introduction, content, and conclusion, vocabulary constraints, hmm, just stuck on ideas".*

R4: *"Yes sis, the obstacles are like hmm hmm lack of ideas, grammar (composing words), and lack of vocabulary"*

R5: *"The first is how to arrange it and arrange sentences, uhh arrange words into sentences meaning".*

R6: *"In writing English essays at that time, the problem was a lack of mastery of vocabulary, difficulty putting words together and grammatical errors. After that, I got stuck on ideas, references were also lacking because the contents of the essay and the references were sometimes out of sync".*

R7: *"First of all, if you write an essay, you have to have lots of references, ma'am, from references to journals, books, and the problem is the lack of references, sometimes when you search for books or journals on Google, there are those that are paid and incomplete. In terms of vocabulary and grammar, there are problems, for example, the problem of choosing the right words (formal words) or scientific words".*

R8*: "hmm usually, it's like determining the ideas, then like the grammar there are the problems".*

R9*: "one of which is finding ideas, finding material on the internet is also difficult according to the theme".*

Then, concerning to the third question which is about the solutions that they are trying to find in order to tackle the problems they have when writing argumentatives as in question "What kind of solution to solve that problems?", their responses are as shown in the following. R1, R2, R4, R5, and R6 use applications/ websites (such as Grammarly, QuillBot, and Google Translate) for translation, vocabulary and grammar problems.To find ideas or overcome stuck ideas, R3 and R4 watched Youtube while for R6, R7, R8 looked for and read more references (journals, books, etc.). Then R1 and R5 also designed and re-read the generic structure material from the essay. Finally, R9 usually exchanges ideas or shares with friends to get new ideas or solve problems.

R1: *"First, if I have difficulty when I lose ideas, I usually look for or build a mood first. Then for grammar difficulties you can use quilbot, if there is a sentence that is wrong, you already know where the error is. As for the arrangement, it is usually designed beforehand".*

R2: *"Especially for grammar, usually I use grammarly when writing essays so errors will be detected and can also be corrected where the grammar is wrong".*

R3: *"Usually I open YouTube to look for ideas and references. I also listen to music to lift my mood".*

R4: *"hmmm hmmm Watch youtube, go to google to find references. Usually I also use google translate and a dictionary to help me translate sentences".*

R5: *"The first is to re-read the essay preparation strategy. Then the second way to arrange words into sentences is a bit doubtful, afraid that the grammar is*

wrong, usually go to Google Translate and then go to Grammarly".

R6: *"Nahh for the first solution, use Grammarly. The second one was compiled in Indonesian first, after that, translation was assisted. Then to find the data in the essay, I looked for journals that match what I was looking for".*

R7: *"When it comes to looking for references, we have been taught how to look for them, from free to paid ones. For those who lack vocabulary, they are taught how to overcome them".*

R8: *"For those who lack references, I usually look for journals or or looking for and reading material so there are ideas".*

R9: *"Usually I ask friends how to find suitable material on the internet or exchange ideas with friends".*

B. DISCUSSION

In this section, there are three points that are going to be discussed. First, it is about the first research question asking about "What are the types of sentence fragments made by the fifth semester students of English Dept. of UIN FAS Bengkulu in academic writing?". The second point is about the second research question which is "What is the dominant type of sentence fragments in students' academic writing?". And the third point is about the third research question which is "What are the factors that cause sentence fragments in students' academic writing?". The following are explained of the third points above ;

1. **Types of sentence fragments in students' academic writing**

   a. Dependent caluse fragment

   A dependent clause is one that, because it lacks coherence, cannot stand alone as a full sentence. It requires an independent clause to be employed. Initially, dependent clauses contain words that form fragments (examples: when, who, that, if, because). There must be a

connector to join the two clauses in sentences with two or more clauses. According to Phillips (2003), subordinators or connectors must be used effectively to combine clauses in sentences with more than one. If a sentence has a main clause and a subordinate clause, the word "subordinators" is frequently used. Here are some instances of the students' grammar errors (Thomson & Martinet, 1986)

No	Sentence Fragments
1.	s true that education is importantbut not everyone can continue their education to a higher level.
2.	ntinuing their education to college is everyone's dream, however, not everyone can go to college and continue their education.

In this first case of sentence fragments, the dependent clause fragments also found in the data or the student's academic writing. The first sentence is *It is true that education is importantbut not everyone can continue their education to a higher level.* In the sentence, the word "but" is coordinating cunjunctions, and before the word "but" should be add comma. Thus, the reseacher changed

the sentence into: It is true that education is important but, not everyone can continue their education to a higher level.

The second sentence is _Continuing their education to college is everyone's dream, however, not everyone can go to college and continue their education._ The sentence is fragment because the sentence use cunjunctive adverbs "however", which is not equipped with asmicolons (;) before the word "however" or after the first sentence. There should be semicolons after the first sentence and before the conjunctive adverb "however". Thus, the reseacher changed the sentence into: Continuing their education to college is everyone's dream; however, not everyone can go to college and continue their education.

b. The absence of subject and verb

A subject and a verb are necessary for a clause, so if neither are present in a clause, it is most likely an empty phrase. The errors made by the students are as follows;

No	Sentence Fragments
1.	Big too
2.	Pioneer of education and as the father of education and isalso one of the figures in the struggle forindependence.

The first sentence is <u>*Big too*</u>. The sentence is fragments because the participant does not mention what kind of thing that describe the word "Big too" and also the following sentence does not have subject and verb. The writer should put subject and verb to clarify the word "Big too". To fix it, the researchers change the sentence into; It is big too.

The secondsentence is <u>*Pioneer of education and as the father of education and isalso one of the figures in the struggle forindependence*</u>. The sentence is fragments because the sentence is confusing, the subject and verb are not very clear. Therefore, the researchers change the sentence into :His roles are the pioneer of education, as

the father of education, and also one of the figures in the struggle for independence.

c. The absence of verb

The formal definition of a verb, according to Crystal (2008), relates to an element that can exhibit morphological differences of tense, aspect, voice, mood, person, and number. A set of words without a main verb is referred to as an absence of verb. The list below illustrates the sentence fragments in students' academic writing that lack a verb or have an incomplete verb (Pratiwi, 2017).

No	Sentence Fragments
1	The progress and decline of a country is determined by the education applied by that country. (student 13)
2	...which they consider only adding to the burden of life and a waste of time. (student 13)

In this third case of sentence fragments, the absence of verb or incomplete verb also found in the data

or the student's academic writing. The first sentence is *The progress and decline of a country is determined by the education applied by that country.*The sentence is fragment because the sentence shown incomplete verb. The main verb "is" in sentence is for singular subject/noun. Meanwhile, in sentence "*The progress and decline of a country is determined by the education applied by that country*" have two subject. Thus, the verb "is" should be change "are" because "are" is for plural.

The second sentence is ....*which they consider only adding to the burden of life and a waste of time.* The sentence also do not expose any kind of verb. Thus, to fix the sentence the researcher changed the word "adding" to "to add". Finally, the sentence change into ....*which they consider only to add to the burden of life and a waste of time.*

d. The absence of subject

The object that a phrase or clause is "about" is commonly referred to as the subject, which normally

appears at the beginning of a sentence or clause. A topic is a term used in the analysis of grammatical functions to refer to a significant element of sentence or phrase structure, according to Crystal (2008). A word group without a subject is referred to as a missing-subject fragment. The table below shows the sentence fragments in student's academic writing that do not have a subject in the sentence.

No	Sentence fragments
1	improve the knowledge and quality of our human resources. (student 10)

In the last case, the researchers found two kind of sentence fragments that missing the subject. The first sentence is *improve the knowledge and quality of our human resource.*In this case, the participant do not mention something or the thing "improve the knowledge and quality of our human resources, improve the skills or special skills that we will have in the future". The participant or the writer should put what entity that

represent those signatures. To fix it, the researcher added a new word that can demonstrate the subject and change the sentence into this: College improve the knowledge and quality of our human resources.

2. **The dominant type of sentence fragments in students academic writing**

The result showed that the highest number of sentence fragments lies on the absence of subject, the absence of verb, the absence of both subject and verb, and dependent clause fragments. In dependent clause fragment, the total number of errors was 47 frequency with 82,4% percentage of the total errors 57, of the 19 total students who have worked on the argumentative essay. Based on the table the percentage dominant errors in students' academic writing, dependent clause fragment was highest number of errors and became the dominant type of sentence fragment. For the absence of bot subject and verb, the total number of errors was 5 frequency with 8,8% percentage of the total errors 61 frequency. The absence

of both subject and verb was the second highest in number of errors. The third highest number of error was the absence of verb with the total number was 3 frequency or 5,3% of total errors 61 frequency. The last type of sentence fragment was the absence of subject with total number of errors was 2 frequency or 3,5%.

Only a few errors about the absence of subject, the absence of subject, and the absence of both subject and verb were discovered by the researcher from the results of the current analysis. Researcher frequently come across dependent clause fragments in the academic writing of students. Based on the findings of the aforementioned study, it can be said that pupils have a sufficient understanding of the whole sentence's components (subject, verb, and objects/complement). Students still do not comprehend dependent and independent clauses.

3. **The factor that cause sentence fragments in students' academic writing**

In order to determine the elements that lead to sentence fragments in student academic writing, researchers have conducted interviews. Three questions are posed simultaneously, and the respondents' responses are shown in the findings. About their challenges producing argumentative essays was one of the first interview topics. The majority of their issues are the same. Students lack both writing instuctions and starting points. Students lack the words to adequately describe actions. Students are also illiterate in grammar. Then students advocate remedies to address their own issues, such as the need to study additional scholarly publications and books for references and to read argumentative essay materials again. In addition, students also use grammarly and quillbot applications to assist them in translating sentences.

From the interview results, the reseacher can conclude that the factors that cause sentence fragments in student academic writing are students who still do not

understand English rules. In this case, the errors happen because of the Intralingual errors. According to Phuket (2015), the Intralingual errors are the results of participants' incomplete knowledge of the target language (Yuliarsih & Amalia, 2022).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and offers some suggestions. Conclusions and suggestions are drawn based on the research findings and discussion in the previous chapter related to the research questions posed. This chapter consists of two parts, with the first part aiming to provide conclusions about the research results that have been described in the results chapter. There are three points of findings that are in accordance with the research questions, namely: types of sentence fragments, the most dominant types of sentence fragments, and the causes of the emergence of sentence fragments in student academic writing. Then, the second part contains suggestions for related parties and future research on related topics.

A. CONCLUSION

Based on the findings, there are three conclusions that can be drawn. First, the types of sentence fragments in

students' academic writing (argumentative essay) made by the fifth semester students (class A) of English Department of UIN FAS BENGKULU there are four, namely the absence of the subject, the absence of the verb, the absence of both subject and verb dependent clause fragment. The highest number of sentence fragments was dependnt clause fragments with 84,91% of total errors. The first below of the highest number were the absence of the verb and the absence of both subject and verbwith same percentage 5,66% of total errors. Then, the lowest number of error was the absence of the subject with 3,77% of total errors. Second, the dominant type of sentence fragments, the researcher concluded that dependent clause fragment was the dominant type of sentence fragments made by the fifth semester students of English Department of UIN FAS BENGKULU. Last, the cause of sentence fragments in students' academic writing is students who still do not understand sentence structure and grammar.

B. SUGGESTION

The researcher finds that there are still some sentence fragmentsin srudents, academic writing (argumentative essay) made by the fifth semester students of English Department. Therefore the researcher wants to give suggestion as follows:

1. **To the educator**

   a. In order to avoid repeating mistakes, educators must provide additional instruction on how to write an effective and precise essay.

   b. In order to avoid errors like improperly connecting dependent and independent sentences, educators must go into greater detail when explaining how to arrange words or sentences when writing an essay.

   c. Educatorss should encourage students to write more often so they become accustomed to writing essays.

2. **For the students.**

   a. Students must pay attention to how to make a good essay, such as understanding the structure of an essay and the points that must be in an essay.

b. Students need to practice more to get used to it and do not make mistakes

c. Students must enrich their vocabulary and references, and also have a better understanding of grammar or the rules of constructing a sentence to improve their essay writing skills.

3. **To the other researcher**

The researcher suggests other researchers to explore more about how a sentence is good and right. This aims to make it easier for researchers to analyze an article so that they find out where the error is in an essay.
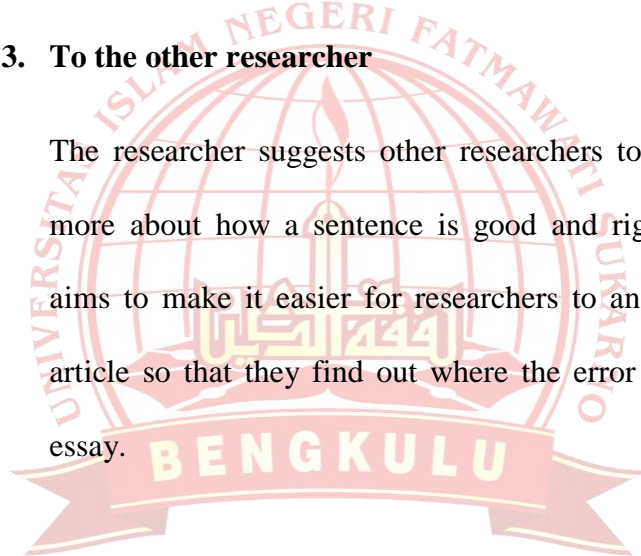
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APPENDICES
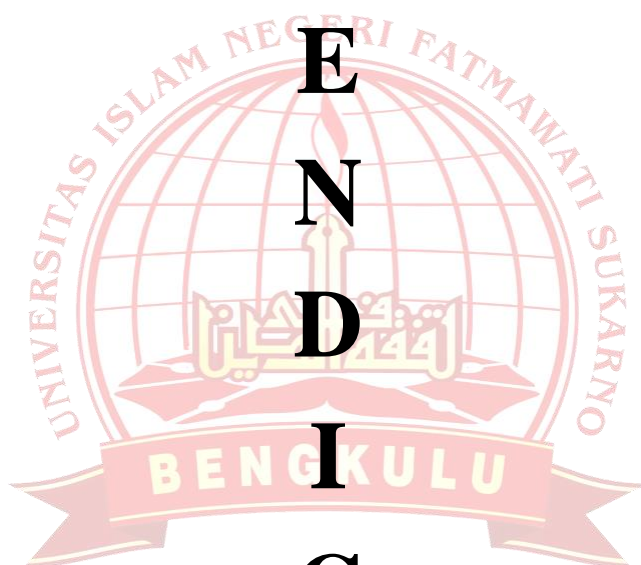
APPENDIX 1: The name List of the Sample

No	Nama	NIM	Class
1.	Asih Sulita	2011230007	TBI 5A
2.	Een Purwanti	2011230010	TBI 5A
3.	Febra Hernandes	2011230030	TBI 5A
4.	Felly Ziahna	2011230023	TBI 5A
5.	Heru Kurniawan	2011230021	TBI 5A
6.	Indah Santriani	2011230009	TBI 5A
7.	Kartika Nur Hidayah	2011230026	TBI 5A
8.	Lusi Susanti	2011230008	TBI 5A
9.	Meiza Silviana	2011230016	TBI 5A
10.	Merna	2011230020	TBI 5A
11.	Mutiara	2011230022	TBI 5A
12.	Nurida Adela Putri	2011230025	TBI 5A
13.	Pintar Alatas	2011230002	TBI 5A
14.	Putri Fabela	2011230019	TBI 5A
15.	Rinta Zahra	2011230015	TBI 5A
16.	Siti Nurfatimah	2011230017	TBI 5A
17.	Sonia Petra Rada	2011230014	TBI 5A
18.	Vivi Esti Rahayu	2011230018	TBI 5A
19.	Yeza Aprilia	2011230004	TBI 5A

Notes :

TBI   : Tadris Bahasa Inggris

5A   : Semester 5, lokal/kelas A

APPENDIX 2: The Essay Made by the Students

Name : **Asih Sulita**

Nim : **2011230007**

College is an advanced learning process in the formal field to develop skills that have been acquired in high school. In a Pew research center survey, "84% of those with degrees said college had been a good investment, only 7% said no" (Hoover). I don't think everyone has to go to college, but there are too many reasons that force us to go to college. Therefore, one has to go to lectures. But, if he knew why education was personally important, and what the end result would be for him. In other words, a person must have a very good idea of what he or she wants to be when they grow up before going to college.

Some may argue, that not everyone has to go to college. However, compared to those who don't go to college, college graduates earn higher salaries in their careers. The proponent asserts in his article "Is college worth it?" he states that the pay gap between college graduates and others has increased tremendously over the years. He uses data from the Economic Policy Institute that says, "Americans with college degrees earned an average of 98% more hours in 2013 than people without degrees" (Leonhardt). This shows that the figure clearly shows that there is a big difference in the pay of graduate students compared to non-graduates.

All in all, college opens up a plethora of opportunities to have a great career path. Meaning, college is a good step forward to be successful. Finally, it is much easier for college graduates to find work and earn a lot of money after they get their degree. As Malcolm X said, "a school degree is the key to having a higher future". Therefore, it is true that "not everyone", but "most people" should go to college.

Name   **: Een Purwanti**

Nim   **: 2011230010**

does a person have to go to college or not?

In my opinion, no, because if you want to continue your education to college, it must be with the intention of one's self, not because of coercion, and this college is not the same as SD, SMP, SMA/SMK. It is true that education is **important (give coma) but** not everyone can continue their education to a higher level. **And** people also learn outside the classroom because it is very easy to find knowledge using technology.

One of the main factors that people cannot continue their studies is financial **problems, it** is true that in college there are lots of **scholarships (give coma) but** if that person is the person who is the breadwinner of the family, **only** scholarships cannot fulfill their needs. **So** that it makes people think about going to college or not, because the needs that must be met during college are many.

but this can also be the cause of people not needing to continue their education to college **because** they feel that their education at the previous school is considered sufficient to find a job. As we know that in addition to high school **or high school**, there is also a vocational high school **or vocational school**. At this school, students are more focused on learning in one particular field. **For example about electronics, machines, or fashion**. **So,** this vocational school graduate can be said to be more ready to enter the world of work when compared to high school graduates. If they feel they have qualified skills and are ready to work, why not? So you can work right away.

Nama : **Felly Ziahna**

Nim : **2011230023**

Do you think that everyone should go to collage?

On campus, we can take a lot of **knowledge. Social education, natural education, and most importantly religious education.** Albert Einstein **said "science** without religion is blind, and religion without science is lame". The phrase describes the harmonious relationship between the two. Where we are required to balance the two things. Because one of our duties in this world is to increase our deeds and rewards for the hereafter. This means, apart from making money to live, we also need to give alms and give to the less fortunate.

In my opinion, apart from the education or knowledge that we can get on campus, what we need is skills. **There are** two paths for people to succeed, the first by pursuing a deep **education. Or** people who are successful with the skills they have without going to college. However, on **campus** there are also many opportunities for us to **learn** apart from the courses that we find. One of them is that if we participate in one of the activities on campus, we will get the opportunity to practice how to speak flexibly in public.

But what I see, nowadays, skills are indispensable. Because of what? If we have the skills, we can make money and be successful with the skills we have without the need for college. Like a tailor who can become successful even though he only graduated from junior high school. However, with college we can gain knowledge that (maybe) is difficult for others to obtain.

So basically, in my opinion, should we go to college? It depends on each individual. They will take themselves where they want to be, whether they want to be successful with skills, or **can** be successful by studying science in depth.

Name : **putri fabela**

Nim : **2011230019**

Do you think that everyone should go to college ?

College is a place for everyone who wants to gain knowledge, a place for everyone who wants to continue their education after school **and Continuing their** education to college is everyone's dream**, however**, not everyone can go to college and continue their education.

college is actually not just to get a **degree but, college provides a knowledge,** an experience that we have not gained when we were in school. The importance of college is to increase skills, knowledge, learn leadership skills, think more openly, and job prospects are more guaranteed **and** (ganti "or") achieve a better career. Research states on average, college graduates with a bachelor's degree earn up to 56% more per year compared to high school graduates or equivalent and 31% more than those with a diploma. In fact, according to a study by the Georgetown Institute of Public Policy, by the coming 2020, 65% of all jobs will require post-secondary education and training outside of high school, and 35% of job openings will require at least a bachelor's degree.

Prof. Dr. **jhon dewey explains** higher education a roses of experience. Since life is growth, education means helping inner growth without being limited by age. The experience gained when studying is as a support for future careers. Training during college is a science that we can apply when we enter the *world of work (add . + E) experience* can indeed affect a person's growth in any case. Isn't the lecture his intention to seek experience, networking between other people who are far and near, learning cooperation, and the important thing is for a bright future. Therefore, the main purpose of college is to seek knowledge sincerely and truly, not just diplomas, degrees, jobs but for the knowledge gained can be useful for humans.

Name : **Heru kurniawan**
NIM : **2011230021**

Does everyone have to go to college?

College is an activity where an individual or group of people is educated at a university, either **a high school (bukan perguruan tinggi),** institute, or university. **In college there** are many majors that we can take to help us achieve what we dream of. In addition, there we also find various student organizations that are very important to be able to increase relationships and open ourselves to understanding or knowledge from outside.However, according to the results of the census conducted by the National Socio-Economic Survey (Susenas) in 2020, it was found that only 8.5% of the population aged 14 years and over **had higher** education or college education. This figure shows that there is still a lack of public interest in pursuing higher education or college. **So** is college important? Does everyone have to go to college? It still depends on each **individual individual.**

In the modern era, there are still people who **think** why they have to go to college because college is not important. In fact, lectures are very important in forming the right mindset and broader insight. **College is also not only sharpen the *brain that is smart and smart. Lectures* are also useful for sharpening one's leadership spirit through organizations on campus.** There are many advantages **of** studying that make people interested in studying at the university they are interested in. Lectures will provide many relationships, knowledge and experience**, s**o that job prospects are **wider** and promising.

However, some people think that college is not **too** important**, it** only costs money and time. They think that college only sells titles and a place of prestige in society. The money paid during **college** if **collected** certainly has **a** great value, and if the money is used to open a business, of course it will also have more benefits. **Then** for someone who has a dream **to become** a civil servant such as a soldier or a policeman, college will only be a waste of time. The 4 years spent in college is enough if you use it to **book** yourself to take the Army or police test. So the essence of the explanation that has been **explained** is that **actually** lectures are very important, but everyone doesn't have to go to college. Everyone has their own dreams and **goals, to achieve this** they also have their own ways. People who go to college may not necessarily be **successful** and people who don't go to college will not necessarily fall, and vice versa.

Name : **Kartika nur hidayah**

NIM : **2011230026**

"Do you think that everyone should go to college? "

Should everyone go to college**, there** are lots of parents who think that all children should go to college to gain knowledge, **experience**, college degrees **mtn** get a steady job and a big salary. Many parents out there think that a high degree will make their child prosperous, get a good job position and a big salary. "In the past, our parents made it mandatory for us to go to college because it was difficult to get knowledge at that time. But now, we can get all that through the YouTube platform, Google, or other social media," added Raymond Chin. Do you think that everyone should go to college? My answer is no, because everyone succeeds in different ways, not just by going to college.

Not everyone has to go to college, because college is not the only way to **success. for me going** to campus is just an identity that you are a person who is studying. "Even people who don't go to school can be successful with their persistence even if they don't continue their education to college," said Raymond Chin. The difference is only a matter of theme and **time if** college people have a structured place and time and if people who don't go to college they can get what they are looking for in all places and all circumstances. I've asked some of my friends about them and their answers are the same, not everyone has to go to college because they will all get the experience, knowledge, and work they want in their own way.

So college is a must but not required, in the sense that everyone has their own path to **success. And** the desired goal of success **is a good job and a big salary, a big salary and a good job (bisa ganti dgn "it"),** we don't only get it in college, because when we hone our skills further, we will create great opportunities and great profits. big too.

Name : Meiza Silviana

Nim : 2011230016

College is a part of the **learning process but takes** it to a higher level , and has many majors according to its field . In lectures we can gain more knowledge, in lectures we can also participate in many organizations on campus that can broaden our horizons. **But** not everyone can feel the lecture bench **for several reasons.**

In Indonesia, **Every** year there are about 3.7 million high school students or the equivalent who graduate, but only about 1.3 million are able to continue on to higher education. According to the Coordinating Ministry for Human Development and Culture, Prof. Dr. Agus Santoso, MBA that Indonesia's development towards advancing Indonesia is achieved by giving our young people the widest opportunity to learn. Therefore, the government continues to be committed to facilitating campuses to improve quality, providing assistance programs such as the Smart Indonesia College Card and various other policies in order increase the number of college **participation. That way**, economic limitations can be overcome by government programs for young people who want to continue their **education, college** is important because it is an effort to advance education in our country.

So in my opinion, someone is required to go to **college, there** is no reason for young people not to go to college, because The government has also made it easier for those who are economically disadvantaged to walk. I think college is very **important. because** the higher a person's education, the career opportunities will also be wider. **This is because there are many company qualifications** that indicate diploma graduates to S1 in a field of work. That way college becomes important because it can open a person 's career . Lectures are also important to shape our character so that a good character is formed for our future.

Name : Merna

Name   : 2011230020

After high school or Aliyah or vocational school, we will definitely be faced with choosing whether to continue our studies or not. Actually, the awareness to choose whether to continue or not should be planted from the beginning, because some of our goals will not be achieved if we do not continue with further studies such as doctors, engineers, lecturers, pharmacists, and so on. Therefore, college is very important for young people in this era of globalization.

The reason it is important to continue to college **or college** is to be able to help us achieve our goals. Although many people whose work is not in accordance with what they learned in college or **school. But we still can't beat it.** So that college can also provide other benefits such as making us think more broadly. Without us realizing it, people who take longer than usual education, such as Bachelors and Masters courses, make them have a broader mindset than other people. His mindset is also not only focused on one area, but almost all areas in life. Not only that, people who are broad-minded and open tend to be better able to solve **problems. improve knowledge and the quality of our human resources. The reason is, of course, in the world of lectures, we will get a lot of knowledge, ranging from lectures to science skills or special skills that we will have later.** In addition, college can also improve our social status in society. Students play a role in social life. It really feels like in the city and the village. Of course, college students in the village will be more respected because students are very synonymous with agents of change. Namely someone who influences people who make decisions and innovate to make it fit as expected. Not only that, during college we also get a lot of relationships which are useful for us in the future such as looking for work. However, it must also be balanced with the soft skills that we practice during college so that later we graduate can get all the knowledge we want. College is the most strategic place for us to hone our soft skills.

Based on the points above, it can be concluded that college is very important for young people today, **such as providing a clearer understanding , to reach goals, providing** other benefits such as making us think more broadly and being able to solve problems. **improve the knowledge and quality of our human resources, improve the skills or special skills that we will have in the future.** In

addition, college can also improve our social status in society many get relationships which are useful for us in the future such as looking for work. Therefore, college is very important for young people today because nowadays college is very important not only for work but also can add knowledge and insight into life.

Name   : Mutiara

Nim   : 2011230022

Lecture is a source of knowledge

In this modern era of technology, education is something that is needed to support one's career. Many young people are competing to get the title behind their name, starting from S1, S2 and some even continue to S3 level. For a world that is addicted to all forms of technology, college is the first step to **determine** what will be realized for the future.

The choice between college and work is a confusing thing to **choose. Because** some people agree with the opinion that college determines the future**. but t**here are also those who think that without college and a degree **they** can also earn a lot of money and an established career. From this argument, it can be concluded that young people should **go to college. on the grounds that college can provide more knowledge**. Indeed, sometimes there are people who are well-established even though they have never **stepped on** college, but not a few people who have **stepped on** college are the ones who are more in control of being a leader. For example, our current president and the governor of West Java, namely Ridwan Kamil, are people who have succeeded in becoming leaders and they have been in college. It is not a benchmark that it must be people who go to college who can lead but it is people who go to college who have more experience and certainly have more knowledge.

Young people must have the view that the more knowledge we have, the more we will become people who know the next order of life, but that doesn't mean that people who don't go to college don't have a future. Because the older the era, the more the world needs people who can use their skills well.

Name   **: Nurida Andela Putri**

Nim   **: 2011230025**

College gate to success

In its simplest form, the term **college** is often understood as a teaching and learning activity at the higher education level.

Indonesia's population is the fourth largest in the world. **However, of this large number only 8,5 percent managed to graduate from higher education.** This was conveyed by the Head of the National Population and Family Planning Agency (BKKBN) Hasto Wardoyo. He said the number of Indonesians with higher education was still low. Therefore there is a fact that human resources in Indonesia are also very low.

Agus Salam (2014) put forward the term **Higher Education** which is referred to in Government Regulation No. 30 of 1990, namely an educational unit organization, which organizes education at the level of higher education, research and community service. In Indonesia, universities can take the form of academics, polytechnics, school, institute or **university. With a variety of majors according to the interests and talents of the students.**

Thus, I totally agree that everyone should be in college after graduating from high school.

It is clear that everyone should go to college; the main thing is to open up wider job opportunities towards success. One of the wrong mindsets is what to do with higher **education, after all** without going to **college you** can be successful. Even if there are successful people without college, it's only a handful of people with efforts that are far above the average person. The vicious circle of poverty can only be broken by education, there are many types of scholarships that have been provided for it. Statistics show that as many as 80 percent of successful people turn out to be through education. The rest, 20 percent or even 10 percent success without education (Djagal Wiseso,2019). Hence, college is very important for success.

Name : **Rinta Zahra**

Nim : **2011230015**

The importance of continuing education to a higher level

Academic education that leads to mastery and development in specific sciences, technology, and arts. Kompas.com, in 2021, out of around 3.7 million high school, vocational, and MA graduates every year, only 1.8 million are absorbed by universities. This number shows that there are around 1.9 million young people in Indonesia who have not been able to experience college. Deputy Minister for the Coordination of Education Quality Improvement and Religious Moderation Prof. R. Agus Sartono said that human development towards advancing Indonesia by **achieving it** is to give our young people the widest opportunity to learn. Thus, the government continues to be committed to facilitating campuses so that they continue to improve their quality.

In the choice to continue education to a higher level or not, it comes back to our own needs. It is really important for us to continue our education considering that human resources in Indonesia are still low. We can improve the quality of human resources by continuing education. In addition, to support our careers in the future, where various companies will see our **education, the higher** our education, the greater the opportunity to work in what position it is placed. However, there is still a low level of interest in students continuing their education to a higher level for a variety of reasons, one of which is **economic**. In this sophisticated era, seeking knowledge can be done through anything, such as through social media **platforms, or** by attending workshops, online or offline courses that are provided free of charge.

Therefore, it is better for us to continue our education to a higher level. Many campuses have provided scholarship programs such as the Smart Indonesia Card or even other scholarships provided by **each** different Universities. So, with this, the younger generation can still get the opportunity to continue their education as high as possible.

Name   : Siti Nur Fatimah

Nim   : 2011230017

Education Advancing the Nation

After high school the next level we will be burdened with choosing to continue education **or not.Important** or not is the choice of each individual.Every year there are about 3.7million high school students or equivalent who graduate, but only 1.8million high school graduates can continue their higher education education and approximately 1.9million young people cannot go to college.Thus, the Coordinating Ministry for Human Development and Culture Prof.Dr.Agus Sartono,**MBA said, Human** development towards advanced Indonesia, the way to achieve this is by giving our young people the widest opportunity to learn. Therefore,the government continues to be committed to facilitating campuses to improve quality, providing assistance programs such as Indonesia Smart College Card, as well as various other policies in order to increase the number of college **participation.**That way, economic limitations can be overcome with government programs for young people who want to continue their education.

College we will open up opportunities for a brilliant future in accordance with our **aspirations because** in today's **era higher** education is an important thing in getting a job. We open many career doors according to the majors we choose while studying , turning ourselves into specialists according to their fields so that we are able to compete in the world of **work.By** continuing to study, you will also gain insight and knowledge possessed by people who do not continue **to college.People** who have broad knowledge and are open tend to be better able to solve problems.

Thus, young people have an important role in continuing **education.During** the lecture period, you can add relationships that are very useful for the period of course in looking for **work.College** can improve social status in society.Especially in the current era of youth who are specialists in their **fields** to improve the quality of our human resources.

Name   : **Sonia Petra Rada**

Nim   : **2011230014**

I agree with the statement that people should go to **college. Because** I think college is one way to get success. By college, the things that will be obtained are wider career opportunities, providing opportunities for organizations, being able to train an independent attitude, adding wider relationships and insights and being able to provide many choices for the future. College can also be regarded as a forum for pursuing higher education and even providing opportunities to study abroad. However, it should be noted that college is not a place to create one's talents or abilities, but college is a **place or place** where a person will develop and hone **his** talents in order to have thorough preparation to enter the world of work. That's why college is considered important for the future. However, it is undeniable that **without college** a person can also achieve **success,** depending on the efforts and struggles that person makes. **As we know that** many people are successful in other ways. For example, a person who has a talent for singing can achieve success by fighting to become a famous artist. As Raymond Chin said, success can also be obtained without you having to go to college and get a bachelor's degree. "Even people who don't go to school can be successful with their persistence even though they don't continue their education until college."

So, it can be concluded that college is not the only way to achieve **success, even people** who graduate from college and have a bachelor's degree are still unemployed. Because everything depends on one's efforts and **prayers** not **from** the high level of education involved. **That's why in my opinion** college is only considered one of the various ways to achieve a successful future.

Name : Febra Hernandes

Nim : 2011230030

"How important education is now in finding a job".

Currently, many people who graduated from high school (SMA) and the equivalent prefer to continue their education to a higher level than work. Because they think that if we continue our education to a higher level **then** our authority in finding work will be facilitated, because with the existence of a college diploma and its equivalent and getting a degree. Then our authority will have a great opportunity in the world of work to be accepted and besides that if we have a diploma and the knowledge and experience we get, as well as more knowledge that we have, then the authority in our world of work takes precedence over high school graduates.

I **agree, with** the above argument because by continuing education to a higher level and getting a bachelor's degree, the authority on job opportunities or the experience we get is more than those of us who don't continue their education and with this diploma and experience we will no longer have to work in the field but we work in the office.

From the above argument I can conclude that education is very important for us, especially for those who want to go to college, because with our desire to go to college or continue our education to a higher level, we can gain a lot of knowledge and experince that we have never had before.

The advantage of taking this course is that we can gain knowledge that we have never had before, for example, improving our ability in public speaking, cohesiveness in organizations and others.

Name   : **Pintar Alatas**

Nim   : **2011230002**

The importance of education

Education is a long-term investment that must be arranged, prepared, and provided with facilities and infrastructure in the hope that we can get a young generation of competence, namely a combination of knowledge, attitudes, and skills that are reflected in everyday life.

Education is an obligation for all citizens that must be implemented to improve the progress of the country. Education for a nation that is developing or being developed is a very basic thing, because it concerns the quality of a nation. The progress and decline of a country **is** determined by the education applied by that country. Because education means that a nation has prepared generations of ready-to-use people who are able to carry on the ideals of the Indonesian nation which were pioneered by our forefathers, based on Pancasila and the 1945 Constitution.

Education in Indonesia is never separated from a familiar figure in the world of Indonesian education, Ki Hadjar Dewantara. **Pioneer of education and as the father of education and is also one of the figures in the struggle for independence.** His enthusiasm and tenacity should be a role model for all of us in studying, especially since we are currently living in the era of globalization**. A world without limits.** We are the next generation of a nation that lives in the midst of global competition, both in the fields of economy, technology and information, as well as in weapons and defense**. And also we live in a plurality of tribes, cultures, races and religions which all make us a great nation but on the other hand all of them can boomerang on us if we still live in a world of ignorance.** Of course, we don't want to be like we used to be, which is easily divided by foreign countries with issues of sara, race and religion.

In response to this, it is time for us to realize that education is the most important factor so that we are able to compete with developed countries such as America, China, Japan, England, France and western countries as well as other European countries. It is time for this nation to become an independent nation in all aspects, be it economics, politics, culture, technology and other aspects, and all of this cannot be realized

without the support of qualified, intelligent, disciplined human resources with character and personality. Do we have the ability to compete with developed countries? Have we become an independent nation? We have to admit, we are still far from everything the warriors who preceded us aspired to be. In fact, it is very sad that we must also admit that there are still many people out there who are unable to get an education only because of economic factors and some only reach the elementary level because of low awareness of the importance of education. They prefer to work hard from an early age to earn a living rather than sitting in school **which they consider only adding to the burden of life and a waste of time.**

In my opinion, this is because of the lack of awareness of the importance of education and the limited economy, which are the two biggest reasons why parents are reluctant to send their children to school. Even though we live in an era of globalization that is required to be able to compete. Of course it is the duty of all of us as elements of the nation so that all these problems can be resolved.

Creating a young generation that is smart and has character can be **created** with the support of all elements. The government should provide convenience and relief for those who are economically disadvantaged, either with free school programs or other scholarship allowances.

Educational institutions should continue to explore and implement a quality education system and for **parents it should** be a motivator for their children to be enthusiastic about gaining **knowledge and finally we as students should be consistent and serious in learning and taking education to the highest level.**

With the support of all components and uniting all elements in one thought and aspiration to advance education, it is not impossible that this country will be able to become a large, developed, and respected country by other countries. Moreover, Indonesia is essentially a rich **country. of** its natural **resources and** if it is managed with intelligent and quality human resources, it is certainly very easy to become an independent country in the economic field.

Nama   : Lusi Susanti

Nim.   : 2011230008

Do you that everyone should go to college?

Questions like this often come to one's mind when entering adulthood or graduating from school. The real aim of education is to brighten human life, to shape the mindset, **(add and)** to shape the attitudes capable of developing in a better time.

I agree completely with the claim that one must continue to higher education because it is so important. What comes **ata** key point is how a person achieves the education itself and how it is meant to be meaningful and has the power to do so. Learning is the teaching process and acquiring what knowledge and **skill or meaning** we learn. True college is not only to acquire **knowledge because** wherever we can gain knowledge, it is how we are able to resolve the issues around us and how we grow and grow into the best versions of ourselves. Then why is college so important?

The first is not because of knowledge **because knowledge** can be gained anywhere without even college, let alone an increasingly sophisticated technology that anything can be accessed easily. But the most important thing is the thought structure, particularly in solving problems. According to W.S **Rendra "w**hoever thinks if we don't solve problems around us"

The second reason **is** open-minded. **The purpose of that education to replace,** submits our thoughts than previously empty or unaware become more open. Especially during college will we meet friends from different races, cultures, languages, and religions, and this presents a unique challenge for us to be more open **to** our thinking.

The third reason is to change the environment. According to Miranda Mins, one of the academics from British Columbia University says that "higher education or college is not all about acquiring higher levels of ability but can encourage us to participate and to make minimal changes in ourselves. Then he also said that it stimulates us to innovate, economic growth and improve the quality of human resources and care for our social environment.

We might conclude**, then, that** lectures are important. Work and success don't have to go to college but with college we are able to resolve the issues around us and be able to grow and develop into the best versions of ourselves. And all we have to remember are good people who are able to benefit others and those around us. College is not all about acquiring knowledge because knowledge can be found anywhere, let alone in an increasingly sophisticated, technology-intensive, technology-intensive, digital age. What matters is how structures think particularly in solving problems that surround us.

Nama   : Indah Santriani

Nim   : 2011230009

" Do you think that everyone should go to college? "

As we know that college is a process or activity of learning and teaching at a higher level of education.

College is indeed very important, but many people today are able to go to college but do not go to college. There are also those who really want to go to college but cannot afford to pay **for it. lectures,** and there are also those who really don't intend to go to college.

College is very useful for deepening knowledge, knowing our abilities to fit in what fields and knowing how and what things to become good and right **educators. college** is a must, but for everyone who really intends and wants to go to college. It's useless if you go to college just because you have to, because it will only waste time and **money. intention and want to go to college.** For those who can afford it financially, it would be better if that person went to college, and for those who were less financially, it would be better if they went to college by looking for scholarships. In modern times, there are so many scholarship programs, and it is very helpful for **students. those** who are less well off financially to go to college.

So, college is indeed required for everyone, whether financially capable or not.

Nama : **Vivi Esti Rahayu**

NIM : **2011230018**

I totally agree with the statement that people should go to college**, because** I think education is one **aspect** that is very important for human life. In today's modern era there are still many people who think why they should go to college, in my opinion, such thinking is very wrong, even though lectures are very important, especially in forming the right mindset and adding broad insight. Lectures are **also** not only sharpening a smart and intelligent brain, **but l**ectures are also useful for sharpening one's leadership spirit through organizations on campus. Students are the young generation who will become the nation's leaders to replace the current leaders.

In an independent country like Indonesia, education is the right of every citizen. Everyone is free to study, not only **men** but women also have the same right to study. This is clear in Article 31 paragraph (1) of the 1945 Constitution which states that "Every citizen has the right to education." There are several reasons why college is important, especially at this time, the first reason the importance of college is because the higher the education, the more opportunities for work or career **opportunities**. If it is limited to high school, then the opportunities will also be limited. The second reason is that college can open up insight and knowledge and create a more mature mindset.

In conclusion, with college we will also learn with people who have the same interests and talents as us. In addition, **studying or studying** is one of the most important things for a woman**, because** one day they will become the first madrasa for her child.

Name : **Yeza Aprilia**

Nim : **2011230004**

Advantages of Going To College

College **opportunity** is a valuable opportunity that cannot be **feel** by all young people in this world. Many youths cannot feel going in college due to various factors including economic, social factors, to a lack of self-will.

According to the Deputy Minister for the Coordination of Education Quality Improvement and Religious Moderation, the Coordinating Ministry for Human Development and Culture, Prof. Dr. R. Agus Sartono (**Quoted** from Detik.com), every year there are about 3.7 million students who have just graduated from high school or equivalent. However, only 1.8 million high school graduates continue to college.

According to Lestari (2020: 2), the empirical reality of society is more appreciative of people who are currently studying in college or those who are holding a bachelor's degree. In the world of **work educational** background is very important as a requirement to be accepted to work in an agency or company. For this reason, many parents send their children to college to improve their fate, so that their socio-economic life can improve. **So** in other words, with the competencies possessed by university graduates**, of course,** the younger generation will use college as a solution to gain knowledge and experience, develop creativity, increase relationships and help achieve a better career.

In addition, Raditya (2014:3) added in his journal that the level of education is a logical consequence of developments in the industrialization era. The development of industrialization demands a professional workforce in **classified** special fields. This is what underlies the younger generation **must** go to college.

College is indeed not the only way for someone to get a job and a brighter future, but with college a person can become a bridge and provision for a young generation in preparing for their future.

APPENDIX 3: The Result of Interview

<u>**Questions:**</u>

1. Did you find any obtacle in writing argumentative essay?
2. What kind of problem do you find during wrting argumentative essay?
3. What kind of solution to solve that problems?

<u>**Pertanyaan:**</u>

1. Apakah Anda menemukan kendala dalam menulis esai argumentatif?
2. Masalah apa yang anda temukan selama menulis esai argumentatif?
3. Solusi seperti apa untuk mengatasi masalah tersebut?

<u>**The Conversation During the Interview**</u>

Student 1

Q1 : Did you find any obstacle in writing argumentative essay?

R1: "Yes, I found many obstacles in writing an essay".

Q2 : What kind of problems do you find during writing arguementative essay?

R1: "First, the most important thing is definitely from an idea, sometimes when writing an idea gets stuck. Then, what kind of draft do you want to write first and then what's next, it's sometimes confusing, sis. Then regarding grammar, sometimes the writing is wrong, some are missing –ed".

Q3 : What kind of solution to solve that problems?

R1: "First, if I have difficulty when I lose ideas, I usually look for or build a mood first. Then for grammar difficulties you can use quilbot, if there is a sentence that is wrong, you already know where the error is. As for the arrangement, it is usually designed beforehand".

Student 2

Q1 : Did you find any obstacle in writing argumentative essay?

R2 : "There is a problem that I found"

Q2 : What kind of problems do you find during writing arguementative essay?

R2: "The problem is usually in the first hmm vacobulary because of limited vocabulary. Then when writing the essay, the grammar is still not correct or still wrong".

Q3 : What kind of solution to solve that problems?

R2: "Especially for grammar, usually I use grammarly when writing essays so errors will be detected and can also be corrected where the grammar is wrong".

Student 3

Q1 : Did you find any obstacle in writing argumentative essay?

R3 : "There are many obstacles that I found."

Q2 : What kind of problems do you find during writing arguementative essay?

R3: "The first one, sis, usually goes back and forth between introduction, content, and conclusion, vocabulary constraints, hmm, just stuck on ideas".

Q3 : What kind of solution to solve that problems?

R3: "Usually I open YouTube to look for ideas and references. I also listen to music to lift my mood".

Student 4

Q1 : Did you find any obstacle in writing argumentative essay?

R4: "Yes sis, the obstacles are like hmm hmm lack of ideas, grammar (composing words), and lack of vocabulary"

Q2 : What kind of problems do you find during writing arguementative essay?

R4: "Yes sis, the obstacles are like hmm hmm lack of ideas, grammar (composing words), and lack of vocabulary"

Q3 : What kind of solution to solve that problems?

R4: "hmmm hmmm Watch youtube, go to google to find references. Usually I also use google translate and a dictionary to help me translate sentences".

Student 5

Q1 : Did you find any obstacle in writing argumentative essay?

R5 : "Yes"

Q2 : What kind of problems do you find during writing arguementative essay?

R5: "The first is how to arrange it and arrange sentences, uhh arrange words into sentences meaning".

Q3 : What kind of solution to solve that problems?

R5: "The first is to re-read the essay preparation strategy. Then the second way to arrange words into sentences is a bit doubtful,

afraid that the grammar is wrong, usually go to Google Translate and then go to Grammarly".

Student 6

Q1 : Did you find any obstacle in writing argumentative essay?

R6 : "There are many obstacles to writing an essay, there must be obstacles"

Q2 : What kind of problems do you find during writing arguementative essay?

R6: "In writing English essays at that time, the problem was a lack of mastery of vocabulary, difficulty putting words together and grammatical errors. After that, I got stuck on ideas, references were also lacking because the contents of the essay and the references were sometimes out of sync".

Q3 : What kind of solution to solve that problems?

R6 : "Nahh for the first solution, use Grammarly. The second one was compiled in Indonesian first, after that, translation was assisted. Then to find the data in the essay, I looked for journals that match what I was looking for".

Student 7

Q1 : Did you find any obstacle in writing argumentative essay?

R7 : "Yes, there is a problem that I found."

Q2 : What kind of problems do you find during writing arguementative essay?

R7: "First of all, if you write an essay, you have to have lots of references, ma'am, from references to journals, books, and the problem is the lack of references, sometimes when you search for books or journals on Google, there are those that are paid and incomplete. In terms of vocabulary and grammar, there are problems, for example, the problem of choosing the right words (formal words) or scientific words".

Q3 : What kind of solution to solve that problems?

R7: "When it comes to looking for references, we have been taught how to look for them, from free to paid ones. For those who lack vocabulary, they are taught how to overcome them".

Student 8

Q1 : Did you find any obstacle in writing argumentative essay?

R8: "Yes, sis, if there are problems with writing, there must be".

Q2 : What kind of problems do you find during writing arguementative essay?
R8: "hmm usually, it's like determining the ideas, then like the grammar there are the problems".
Q3 : What kind of solution to solve that problems?
R8: "For those who lack references, I usually look for journals or or looking for and reading material so there are ideas".

Student 9
Q1 : Did you find any obstacle in writing argumentative essay?
R9 : "Yes, there is a problem that I found."
Q2 : What kind of problems do you find during writing arguementative essay?
R9: "one of which is finding ideas, finding material on the internet is also difficult according to the theme
    Q3 : What kind of solution to solve that problems?
R9: "Usually I ask friends how to find suitable material on the internet or exchange ideas with friends".

Mahasiswa 1
Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?
R1 : "Ya, saya menemukan banyak kendala dalam menulis esai".
Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?
R1 : "Pertama, yang paling penting pasti dari ide, kadang kalau menulis ide jadi mentok. Trus mau nulis draf apa dulu trus selanjutnya gimana, kadang bingung sis. Lalu soal tata bahasa, kadang penulisannya salah, ada yang hilang –red".
Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?
R1: "Pertama, kalau saya kesulitan saat kehilangan ide, biasanya saya mencari atau membangun mood dulu. Kemudian untuk kesulitan tata bahasa bisa menggunakan quilbot, jika ada kalimat yang salah, sudah tahu letak kesalahannya. Adapun penataannya, biasanya dirancang terlebih dahulu".

Mahasiswa 2
Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?
R2 : "Ada kendala yang saya temukan"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R2 : "Masalahnya biasanya di vacobulary hmm pertama karena kosakatanya terbatas. Kemudian saat menulis esai, tata bahasanya masih belum benar atau masih salah".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R2 : "Khusus untuk tata bahasa, biasanya saya menggunakan tata bahasa saat menulis esai sehingga kesalahan akan terdeteksi dan juga dapat diperbaiki di mana tata bahasanya salah".

Mahasiswa 3

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R3 : "Ada, banyak"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R3 : "Yang pertama kak, biasanya bolak-balik antara pendahuluan, isi, dan kesimpulan, kendala kosakata, hmm, stuck di ide saja".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R3 : "Biasanya saya membuka YouTube untuk mencari ide dan referensi. Saya juga mendengarkan musik untuk mengangkat suasana hati saya".

Mahasiswa 4

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R4 : "Iya kak, kendalanya seperti hmm hmm kurang ide, grammar (menyusun kata), dan kurang kosakata"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R4 : "Iya kak, kendalanya seperti hmm hmm kurang ide, grammar (menyusun kata), dan kurang kosakata"

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R4 : "hmmm hmmm Nonton youtube, buka google cari referensi. Biasanya saya juga menggunakan google translate dan kamus untuk membantu saya menerjemahkan kalimat".

Mahasiswa 5

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R5 : "Ya"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R5 : "Yang pertama bagaimana menyusun dan menyusun kalimat, uhh menyusun kata menjadi kalimat yang bermakna".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R5 : "Pertama membaca ulang strategi penyusunan esai. Lalu cara kedua menyusun kata menjadi kalimat agak ragu, takut grammarnya salah, biasanya ke Google Translate lalu ke Grammarly".

Mahasiswa 6

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R6 : "Hambatan dalam menulis esai itu banyak, pasti ada hambatannya"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R6 : "Dalam menulis esai bahasa Inggris saat itu, masalahnya adalah kurangnya penguasaan kosa kata, kesulitan menyusun kata, dan kesalahan tata bahasa. Setelah itu saya stuck di ide, referensi juga kurang karena isi esai dan referensi kadang tidak sinkron".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R6 : : "Nahh untuk solusi pertama, gunakan Grammarly. Yang kedua disusun dalam bahasa Indonesia terlebih dahulu, setelah itu dibantu terjemahannya. Lalu untuk mencari data di esai, saya mencari jurnal yang sesuai dengan yang saya cari".

Mahasiswa 7

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R7 : "Iya, ada"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R7 : "Pertama-tama kalau menulis esai harus banyak referensinya bu, dari referensi jurnal, buku, dan masalahnya referensinya kurang, kadang kalau cari buku atau jurnal di Google, ada yang berbayar dan tidak lengkap. Dalam hal kosa kata dan tata bahasa, ada masalah, misalnya masalah pemilihan kata yang tepat (kata formal) atau kata ilmiah".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R7 : "Kalau soal mencari referensi, kita sudah diajari cara mencarinya, dari yang gratis sampai yang berbayar. Bagi mereka yang kekurangan kosa kata, mereka diajari cara mengatasinya".

Mahasiswa 8

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R8 : "Iya kak, kalau tulisannya ada yang bermasalah pasti ada".

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R8 : "hmm biasanya seperti menentukan ide, lalu seperti grammar ada masalah".

Q3 : Solusi seperti apa untuk mengatasi masalah tersebut?

R8 : "Kalau referensinya kurang, biasanya saya cari jurnal atau atau cari dan baca bahan biar ada ide".

Mahasiswa 9

Q1 : Apakah Anda menemukan kendala dalam menulis esai argumentatif?

R9 : "Iya, ada"

Q2 : Masalah apa yang Anda temukan selama menulis esai argumentatif?

R9 : "salah satunya cari ide, cari materi di internet juga susah sesuai tema".

Q3 : Solusi seperti apa? / Solusi seperti apa untuk mengatasi masalah tersebut?

R9 : "Biasanya saya bertanya kepada teman bagaimana mencari materi yang cocok di internet atau bertukar pikiran dengan teman".

APPENDIX 4: Documentation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 1410/Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama   : Dr.H.Hery Noer Ali, M.A.
   NIP   : 195905201989031004
   Tugas   : Pembimbing I

2. Nama   : Valisneria Utami, M.Ed
   NIP   : 198903232019032010
   Tugas   : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Perla Mei Kasema
NIM   : 1811230021
Judul   : An Analysis Of Sentence Fragments In Students' Academic Writing At Second Semester Of English Departement Of UINFAS Bengkulu

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di   : Bengkulu
Pada tanggal   : 28 Maret 2022

Dekan,

Mus Mulyadi

Tembusan:
1. Wakil rektor 1
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal   : Permohonan Perubahan Judul Skripsi
Lamp   : -

Kepada Yth. Ketua Prodi
     Tadris Bahasa Inggris
     UINFAS Bengkulu
Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama   : Perla Mei Kasema
NIM   : 1811230021
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas   : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **An Analysis of Sentence Fragments In Students' Academic Writing At Fourth Semester 2021/2022 of English Department of UIN FAS Bengkulu**
Menjadi : **An Analysis of Sentence Fragments In Students' Academic Writing At the Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu**
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

                                       Bengkulu,   2022
                                         Dibuat oleh,

                                         Perla Mei Kasema
                                         1811230021

                         Disetujui oleh,

Pembimbing I,

Dr. H. Hery Noer Aly, M.A
NIP.197405231999032002

                                         Pembimbing II,

                                         Valisneria Utami, M.Ed.
                                         NIP. 198903232019032010

                         Diketahui oleh,
                         Ketua Jurusan Bahasa

                         Risnawati, M.Pd
                   NIP.197405231999032002

Nomor : 3080 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd (Penyeminar I)

2. Zelvia Liska Afriani,M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal   : Jum'at, 22 Juli 2022

Tempat   : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Perla Mei Kasema 1811230021	08.00-09.00 WIB	An Analysis Of Sentence Fragments In Students' Academic Writing At Fourth Semester 2021/2022 of English Department of UIN FAS Bengkulu
2.	Cita Samsurin 1811230035	09.00-10.00 WIB	Improving EFL Students' Listening Ability By Using Audio Video Motion Aids (A Classroom Action Research of 11th Grade Students of MAN 1 Model Bengkulu City 2022/2023)
3.	Dani Sholahudin 1811230034	10.00-11.00 WIB	An Analysis of Difficulty Level on Reading Exercise In English Textbook Used in 2013 Curriculum By The First Year Students of Junior High School

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 20 Juli 2022
Dekan,

Mus Mulyadi

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Perla Mei Kasema, NIM :1811230021 yang berjudul **"An Analysis of Sentence Fragments In Students' Academic Writing At Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 22 Juli 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian)

Bengkulu,   2022

Penyeminar I   Penyeminar II

Feny Martina, M. Pd   **Zelvia Liska Apriani, M.Pd**
NIP . 198703242015032002   NIP. 199404202018012003

SURAT PERMOHONAN

Perihal   : Permohonan Penelitian di Prodi Tadris Bahasa Inggris

Kepada Yth,
Koordinator Prodi Tadris Bahasa Inggris UIN FAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan dibawah ini:

Nama   : Perla Mei Kasema

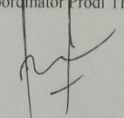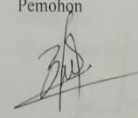NIM   : 1811230021

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

Judul   : An Analysis of Sentence Fragments In Students' Academic Writing At Fifth
Semester 2022/2023 of English Department of UIN FAS Bengkulu

Dengan surat ini saya memohon izin kepada Ibu Koordinator Prodi Tadris Bahasa Inggris
untuk melaksanakan penelitian di Prodi Tadris Bahasa Inggris sehubungan dengan
pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Ibu saya ucapkan terima kasih.

Mengetahui
Koordinator Prodi TBI

Bengkulu,   2022
Pemohon

Feny Martina, M.Pd
NIP. 198703242015032002

Perla Mei Kasema
NIM. 1811230021

SURAT IZIN PENELITIAN

Yang bertanda tangan dibawah ini Koordinator Prodi Tadris Bahasa Inggris, UIN FAS Bengkulu

Nama	: Feny Martina, M.Pd
NIP	: 198703242015032002
Jabatan	: Koordinator Prodi Tadris Bahasa Inggris
Alamat Instansi	: Jln. Raden Fatah, Pagar Dewa, Kota Bengkulu, Bengkulu.

Menerangkan Bahwa,

Nama	: Perla Mei Kasema
Nim	: 1811230021
Instansi	: Universitas Islam Negeri Fatmawati Sukarno Bengkulu
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris
Tempat penelitian	: Prodi Tadris Bahasa Inggris UIN FAS Bengkulu
Waktu Penelitian	: 30 Agustus s/d 30 September 2022

Dengan ini bersedia Menerima Mahasiswa tersebut untuk melakukan penelitian di Prodi Tadris Bahasa Inggris guna memperoleh data dalam penyusunan tugas akhir Skripsi dengan judul **"An Analysis of Sentence Fragments In Students' Academic Writing At Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu"** Demikian surat izin penelitian ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Bengkulu,   Agustus 2022
Koordinator Prodi TBI

Feny Martina, M.Pd
NIP. 198703242015032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211 Telepon
(0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 8 Desember 2022

Nomor   : -

Lampiran   : 1 (satu) Bukti Penelitian

Perihal   : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama   : Feny Martina, M.Pd

NIP   : 198703242015032002

Pangkat Golongan   : Lektor (III/d)

Jabatan   : Koordinator Prodi Tadris Bahasa Inggris

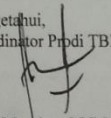   Menerangkan dengan sesungguhnya bahwa:

Nama   : Perla Mei Kasema

NIM   : 1811230021

Perguruan Tinggi   : UIN Fatmawati Sukarno Bengkulu

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 30 Agustus s/d 30 September 2022 dengan judul *"An Analysis of Sentence fragments in Students' Academic Writing at Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu"*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,
Koordinator Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

Nomor: 2533 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.

1.Drs.Ramedlon, M.Pd
(kompetensi UIN)

2.Riski Valentika,M.Pd
(kompetensi Jurusan/Prodi)

3.Dina Putri Juni, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Waktu   : 13.30 -14.00 WIB

Tempat   : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Yulia Agustina	1811230027
2	Restina Sri Fajarni	1811230025
3	Perla mei kesema	1811230021
4	Septi Andraini	1811230090
5	Harianti	1711230078

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022
Dekan,

Mus Mulyadi

Bengkulu, 9 Januari 2023

Nomor : 0229./Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
Dr. Edi Ansyah, M.Pd (Ketua)
Sepri Yunarman, M.Pd (Sekretaris)
Riswanto, Ph. D (Penguji 1)
Revola Yashori, M.Pd (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Rabu, 11 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Ongki Saputra (1811230069)	08.00-09.00	EFL Teachers' Challenges In Teaching Speaking To Secondary Schools
2.	Septi Anderiani (1811230090)	09.00-10.00	EFL Students' Autonomy Level Of Reading And It,S Relation To Their Reading Comprehension
3.	Perla Mei Kasema (1811230021)	10.00-11.00	An Analysis Of Sentence Fragment In Students' Academic Writing At Fifth Semester 2023/2023 Of English Department Of UINFAS Bengkulu
4.	Cita Samsurin (1811230035)	11.00-01.00	The Effect Of Animation On EFL Students' Ability (A Quasi Experimental Research At 11th Grade Students' Of MAN 1 Model Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,

Mus Mulyadi

Nama Mahasiswa : Perla Mei Kasema

NIM : 1811230021

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr.H.Hery Noer Ali, M.A.

Judul Skripsi : An analysis of sentence fragment in students' Academic writing at fourth semester 2021/2022 of English department of UIN Fas Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Bimbingan	Paraf
	Senin, 27 Juni 2022	Chapter I	→ Research question need to be reused	
	Jumat, 1 Juli 2022	Chapter II - III	→ Research as suggested. What is the focus of your research ?	
	Senin, 04 Juli 2022	chapter I - III	ACC diujikan	

Mengetahui,
Dekan,

Dr. Mus Mulyadi, S.Ag, M.Pd
NIP. 197005142000031004

Bengkulu, 04 Juli 2022
Pembimbing I

Dr.H.Hery Noer Ali, M.A.
NIP. 195905201989031004

Nama Mahasiswa : Perla Mei Kasema

NIM : 1811230021

Jurusan : Tadris Bahasa

Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. H. Hery Noer Aly, M.A

Judul Skripsi : "An Analysis of Sentence fragments in Students' Academic Writing at Fifth Semester 2022/2023 of English Department of UIN FAS Bengkulu"

No	Hari/Tanggal	Materi Bimbingan	Saran Bimbingan	Paraf
1	Jumat/ 09 desember 2022	Chapter I – V	- Perbaikan tata bahasa, grammar - Membuat Jurnal	
2	Senin/ 12 desember 2022		- Perbaikan referensi - Perbaikan body note	
3	Rabu/ 14 desember 2022		- Melengkapi skripsi - Dedications - Pronouncement - Acknowledgement	
4	Jumat/ 16 desember 2022		ACC ujian munaqosyah	

Bengkulu,...............................2022
Pembimbing I

Mengetahui,
Dekan

Dr. Mus Mulyadi, S.Ag, M.Pd
NIP. 197005142000031004

Dr. H. Hery Noer Aly, M.A
NIP. 195905201989031004

Nama Mahasiswa	: Perla Mei Kasema	Pembimbing II	: Valisneria Utami, M.Ed
NIM	: 1811230021	Judul Skripsi	: An Analysis of Sentence Fragments in Students' Academic Writing at Second Semester of English Department of UIN FAS Bengkulu
Jurusan	: Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Jumat, 27 April 2022	Chapter I	- Background is too broad. - Research question need to be revised. OK.	f f
2.	Senin, 23 Mei 2022	Chapter 2	→ Revised lit. review as suggested	f.
3.	Senin, 30 Mei 2022	Chapter 2	→ Revised lit. review as suggested	f.
4.	Senin, 6 Juni 2022	Chapter 3	→ Revised as suggested. see notes → what is your focus? students or interrater reliability.	f.

Bengkulu, 29 Juni 2022

Mengetahui,
Dekan

Dr. Mus. Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Valisneria Utami, M.Ed
NIP. 198903232019032010

Nama Mahasiswa : Perla Mei Kasema

NIM : 1811230021

Jurusan : Bahasa

Program Studi : Tadris Bahasa Inggris

Pembimbing II : Valisneria Utami, M.Ed

Judul Skripsi : Analysis of Sentence

Fragments in Students'

Academic Writing at Fourth

Semester 2021-2022 of

English Department of UIN

FAS Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Bimbingan	Paraf
5.	17 Juni 2022	Chapter I - III.	→ Revised as suggested. What is the focus of your research? Students or writings?	f.
6.	24 Juni 2022	Chapter I - III	⇒ Acc untuk seminar proposal	f.

Bengkulu, 24 Juli 2022
Pembimbing II

Mengetahui,

.......Mulyadi, S.Ag, M.Pd
....005142000031004

Valisneria Utami, M.Ed
NIP. 198903232019032010

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Telepon: (0736) 51276-51171-53879 Faxsimli: (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Perla Mei Kasema   Pembimbing II: Valisneria Utami, M.Ed

NIM   : 1811230021   Judul Skripsi :

Jurusan   : Bahasa

Program Studi   : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Bimbingan	Paraf
1	30 September 2022	Chapter IV	- Recheck the result of your revision - Many mistakes are still found	f
2	18 Okt 2022	Chapter IV	- Revise the instruments , (questionnare) - Revise the result of the analysis	f
3	5 Dec 2022	Chapter IV-V	Revise as suggested	f
4	8 Dec 2022	Chapter IV-V	ACC ujian munaqosyah	

Mengetahui,   Bengkulu,.................................2022
Dekan,   Pembimbing II

Dr. Mus Mulyadi, S.Ag, M.Pd   Valisneria Utami, M.Ed
NIP. 197005142000031004   NIP. 198903232019032010

11 / 2022

07

Hanura Fabriani

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5	**examples.yourdictionary.com** Internet Source	1%
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