
Chapter 1

Introduction

This chapter presents subtopics, those are; basic consideration, problem statements, objective of research, Scope of research, and significance of research.

Background

Writing is one of the four language skills: reading, writing, listening and speaking. In this case, writing and speaking are productive skills. Moreover, writing skill is more complicated than others skills in English language. According to Heaton (as cited in Purnomo, 2016) stated “writing is hard and complicated skill”. It is because the students need to learn grammar if they want to have a good writing. Thus, it makes writing more difficult than other skill, and the students get difficulty to have good writing when they compose their own writing.

Writing in English is closely related to grammar. According to Murthy (2003) Grammar is a study of sentence structure and pattern. It means that both of these things cannot be separated each other. If people write a sentence without considering the grammar, it makes the reader gets difficulty to understand the meaning of sentence. As a result, the student produces a problem in writing. In this case, there are some problems that appear when people writing sentence without considering on grammatical and structure of sentence such as run-on sentence, comma splicing, and sentence fragments. However, the most problem that mostly appearing in writing is the sentence fragments.

This research came from the cases of students in Madrasah Aliyah Ponpes Alkhairat Bintauna notably at tenth grade. The researcher found that the students had various abilities in writing. Commonly, students made a sentence without considering on grammar rules. In addition, the students' writing was not organized well. They wrote a sentence without subject and predicate. In addition, they also produced a dependent clause. It was influenced by their mother tongue or first language in writing. Thus, it made they confused in writing grammatical of sentence and did not make a sentence well.

The following is one of student's problems that found in students' writing about introduction their self.

Incorrect:

"Hi! My name is dina. ~~From bunia. I 14 years old.~~ My weight is 40 kg. My height is 145 cm. ~~so short.~~ I have 7 sisters. Now, I only have 3 sister. ~~Because my three sisters is die.~~ My father is headmaster. My mother is wife house. I really like flower.

correct:

"Hi! My name is dina. I come From bunia. I am 14 years old. My weight is 40 kg. My height is 145 cm. I am so short. I have 7 sisters. Now, I only have 3 sisters because my three sisters are dying. My father is headmaster. My mother is wife house. I really like flower.

Above are students' problems in writing. They compose a sentence without a subject and a predicate. Meanwhile, a sentence must be consisted of subject, predicate, object or complement. Therefore, it must be put a subject, predicate and object in a sentence. In addition, the students are confused in composing a complex sentence. They begin a sentence with a subordinate conjunction "Because". It called subordinate clause. A subordinate clause is a dependent clause or incomplete sentence. To correct problems in composing a complex sentence, we need some rules. We must omit a subordinate conjunction "because" or omitted a period before a dependent clause or subordinate clause. (*Available on example above*).

Student produces problems notably sentence fragments in their writing. A sentence fragment is a sentence without subject, verb, or dependent clause. As Root (2004, p.47) stated that fragments is a sentence that lack of subject, verb, or dependent clause. Fragment is the one problem that cannot be avoided by the students. It was caused by students who construct sentences from Indonesia to English. Meanwhile, English and Indonesia have different structure of sentence. Thus, it makes the students produce fragments in writing. Furthermore, the researcher used a recount text that tells about students' unforgettable experience. A recount text is a text that tells about human experience that happen in the past. As Derewianka (as cited in Refnaldi 2013, p.76) "recount text is a piece of text that retells past events or tell other people about something that happened in the students' activities, experience, or events". It means that, recount text must use a past tense no other tenses. In addition, a recount text is one of the texts that

students at the tenth grade learn in English lesson. Hence, it makes the researcher easy to get the data.

Regarding to the explanation above, this research refers to find out the students' problem in writing particularly students fragments in writing recount text. The researcher conducted the research entitle "A Descriptive Study on Students' Fragments in writing Recount text".

Research Question

Based on the basic consideration above, the writer has question that will be answered:

What kinds of fragments do the students produce in writing recount text?

Objective of the Research

The objective of this research is to identify and describe the kinds of fragments that students produce in writing recount text.

Scope of Research

This research focuses on the problem specifically students' fragments in writing recount text based on the Olson's theory. Olson (2006, p.18) classified fragments into three kinds, dependent clauses as fragments, phrases as fragments, and separated fragments. This research focuses on describing those kinds of students' fragments above. This research focuses on describing those kinds of students' fragments above.

The Significance of Research

The finding of this study is expected to provide some benefits for teacher, students, and the researcher. For the teacher, this research is expected to know the students' ability and proficiency in writing and identify problems that students faced in writing. In addition, the teacher can reform her techniques in teaching English such as give more practice in writing English in order students be familiar with English specifically in writing and give correction feedback for students in order students know their problem in writing. For the students, this research is expected to inform the students about problem in writing particularly problem fragments and the kinds of problem fragments that students produce in writing recount text. In addition, it is expected the students to be accustomed to write well based on the grammatical rules, avoid this problem fragments in writing, and improve their writing ability.