

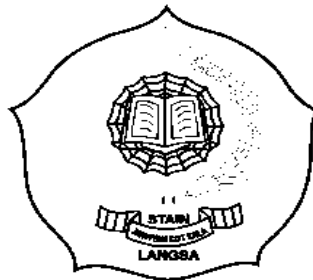
**STUDENTS' ABILITY IN IDENTIFYING DIFFERENCES RUN ON  
SENTENCES AND SENTENCES FRAGMENT TO THE SIXTH  
SEMESTER STUDENTS' OF ENGLISH DEPARTMENT STAIN  
ZAWIYAH COT KALA LANGSA**

**THESIS**

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The writer

Lia Zahara

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## ABSTRACT

Writing is the product which is produced by several acts that would be studied simultaneously. The products which are produced by writing process can be classified in several kinds, they are professional writing, formal writing, essay, business letter, paragraph, composition, and many others. Writing skill has been studied in every level of education. Particularly in university, the students of English department education have studied writing in every level of semester. Nevertheless, it is not to be sure that most of them can write writing text well. For example, the English department education students in STAIN Zawiyah Cot Kala Langsa, even though the students have studied writing in every level of semester, some of them cannot write well. Based on their final examination, most of the students have problem in understanding run on and sentence fragment in finishing their writing test. They cannot write run on and sentences fragment well. Almost a part of students at the fifth semester students got not sufficient score in writing IV. They often write sentence incompletely without showing a certain subject or verb obviously. Furthermore, they also write a long sentence without any punctuation within. According to the fact, the writer is interested to do a research which has purpose to analyze the students' ability in identifying run on and sentence fragment at the sixth semester students of English department education of STAIN Zawiyah Cot Kala Langsa. In this research, the writer used qualitative description approach. The process of collecting data was done by applying the writing test. The test was conducted to the sixth semester students of English department education at unit 4. The writer conducted the writing test on 26<sup>th</sup> November 2014 to 24 students. based on the result of the research, the writer found that most of the sixth semester students of English department education at STAIN Zawiyah Cotkala Langsa had the lack ability in identifying run on and sentence fragment. According to the result of the writing test, the researcher got that there were 16,6% of students who got the score 70 until 75. Meanwhile, there were 12,5% of students who got score 60. In the other hand, there were 20, 8% of students who got score 50 and 25% of them who got score 40. Furthermore, other students got score lower than 30. In the other hand, based on the writing test that measured the students' ability in identifying sentence fragment, the researcher got the score that there were 4,1% of students who got score 85 and 60. Then, there were 8,3% of students who got score 50 and 55. Moreover, there were 33, 33% of students who got score 40. Furthermore, other students got score lower than 30. According to the result of the research, the writer suggest to the sixth semester students of English department education at STAIN Zawiyah Cot Kala Langsa have to increase their ability in recognize and identifying run on and sentence fragment.

**Key words : Identifying, Students' Ability, Run on and Sentence Fragment.**

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

Writing is one of the skills which have to be mastered as good as others skill as listening, speaking, and reading to be competent in learning English. According to Trudy Wallace at all stated that, writing is the final product of several acts that hugely challenging to learn simultaneously.<sup>1</sup> It means that writing is the product which is produced by several acts that would be studied simultaneously. The products which are produced by writing process can be classified in several kinds, they are professional writing, formal writing, essay, business letter, paragraph, composition, and many others.

In writing comprehension, students should be able to write English text effectively and efficiently. To become a good writer, students should understand the rules of the writing process. According to Lado, writing may be considered the most difficult of the language skills.<sup>2</sup> It means that the most students are not able to write English well. It is caused by the students' lack of writing grammar or other technical writing. The writer found a problem where it is because writing skill is the most difficult skill among others. Therefore, it is hard for students to make good writing.

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<sup>1</sup> Trudy Wallace, at all, teaching speaking, listening, and writing practice, (online) <http://www.curtin.edu.au/curtin/dept/smec/iae>, P. 15

<sup>2</sup> Lado. R, *Writing Skill*, (London : Longman) P. 05

Based on some difficulties above, writing is concerned as one of the skill which has to be studied seriously in learning a language. Particularly in university level, writing is studied as particular subject by students in English department education. They study of writing in every level of semester which is started from the third semester. The students start to study writing in basic level up to academic writing product. In the first level, they study how to combine word to be paragraph and continue to be an essay. In the last semester, the students are taught to write academic writing. Then, the students are demanded to write a thesis to fulfill their bachelor degree requirement.

The students of English department education have studied writing in every level of semester. Nevertheless, it is not to be sure that most of them can write writing text well. For example, the English department education students in STAIN Zawiyah Cot Kala Langsa, even though the students have studied writing in every level of semester, some of them cannot write well. The most of students have difficulties in writing the complete sentences. Furthermore, the students cannot identify between run on and sentences fragment.

The English department education students study writing in the third up to the fifth level of semester. Even though, they have studied writing for a long time, the students still inability in understanding run on and sentence fragment. It is caused, there is not writing lecturer who discuss run on and sentence fragment in teaching writing particularly. The writing lecturers also never test the students in understanding run on and sentence fragment separately, they teach writing and the process to produce it commonly.



According to the reason above, the writer is interesting to observe the students' writing ability. Based on the result of final writing test of the VI semester level, there are some students got the low score in their writing. The fact shown that there were some of English department education students in the sixth semester who got C score for subject writing IV, furthermore, there were a few students who got B score and only a little students who got A score in their writing final test.

Almost a part of students got not sufficient score in writing IV. Based on their final test, most of the students have problem in understanding run on and sentence fragment in finishing their writing test. They cannot write run on and sentences fragment well, even though they have studied writing from the third semester. They often write sentence incompletely without showing a certain subject or verb obviously. Furthermore, they also write a long sentence without any punctuation within.

Based on the background of the study above, the researcher is interesting to do the research which is entitled **“STUDENTS’ ABILITY IN IDENTIFYING THE DIFFERENCES RUN ON AND SENTENCE FRAGMENT TO THE SIXTH SEMESTER STUDENTS’ OF ENGLISH DEPARTMENT OF STAIN ZAWIYAH COT KALA LANGSA”**.

**B. The Problem of the Study**

Based on the background of study above, the writer wants to solve the problem of the study “ how is the students’ ability in identifying the differences between run on and sentence fragment to the sixth semester students’ of English Department of STAIN Zawiyah Cot Kala Langsa?”

**C. The Purpose of the Study**

Based on the question of this research, the writer wants to reach purpose “to analyze the students’ ability in identifying the differences between run on and sentence fragment to the sixth semester students’ of English Department of STAIN Zawiyah Cot Kala Langsa”

**D. The Significant of the study**

Based on the title of the study, the writer tries to offer some significant for the reader. In this case, the writer divides the significance of the study to be theoretical and practical side. The theoretical consist of as follow:

**a. In Theoretical**

The writer hopes the result of the research will be an input for the English lecturer. By reading the result of the research, the English lecturer know the students’ ability in identifying run on and sentences fragment, therefore they can teach writing easily by considering the students’ ability.

### **b. In Practical**

1. Be an additional information for the further researcher who want to do a research which has similar topic in identifying run on and sentence fragment.
2. Be an information for students about their ability in identifying run on and sentence fragment.

### **E. Terminology**

To avoid misunderstanding in comprehending students' ability in identifying the differences between run on and sentences fragment, the writer explains some of terminologies below:

#### 1. Writing

Writing is a method of representing language in visual or tactile form.

Writing systems use acts of symbols to represent the sounds of speech and may also have symbol for such things as punctuation and numeral. <sup>3</sup> Based on the quotation above, writing means is a method to present language in visual form that includes the symbol of the sound of speech and others thing like punctuation and numeral.

#### 2. Run on and Sentences Fragment

##### a. Run on Sentences

Run on sentence is sentence that occurs when two or more independent clauses (also known as complete sentences) are

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<sup>3</sup> *The Definition Of Writing*, (online) <http://www.encyclopedia.com>, is accessed on 05<sup>th</sup> October 2014

connected improperly.<sup>4</sup> It means that run on sentences is a result of connecting sentences, that is the combination between two or more independent clause without correct punctuation.

b. Sentences fragment

Sentence fragment is an incomplete sentence. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, however, are dependent clauses—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought.<sup>5</sup> It means that fragment sentence is incomplete sentence or a piece or part of something and a word or group word that don't describe an obvious meaning.

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<sup>4</sup> *The Definition of Run on Sentence*, (online) <http://writingcenter.waldenu.edu/728.htm#sthash.iBkxp1g8.dpuf>, is accessed on 05<sup>th</sup> October 2014

<sup>5</sup> *The Definition of Run on and Sentence Fragment*, (online) <http://grammar.ccc.commnet.edu/grammar/fragments.htm>, is accessed on 19<sup>th</sup> October 2014