

**CHAPTER V**  
**CONCLUSION AND SUGGESTION**

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### CONCLUSION and SUGGESTIONS

In this chapter, the writer would like to present the conclusion and suggestions in accordance with this study. The conclusion will be discussed under 5.1 and the further suggestions under 5.2

#### 5.1 Conclusion

Regarding the importance of making a good formal composition for the English Department students, the writer decided to conduct this study in order to find out what fragment errors were made by the students of sixth-semester in their compositions.

Based on the interpretation of findings, fragment-errors in a composition can be categorized into global errors, because the fragments can affect the overall sentence organization in a composition. Furthermore, the fragment-errors are probably caused by simplification and ellipsis. Simplification is the students' tendency in expressing the target language into a simpler system. Meanwhile, ellipsis is the students' way to express themselves in their composition that take up the way that people speak. In ellipsis, parts of the sentences are omitted so that the sentences are not complete.

Based on the interpretation of fragment-errors findings, the fragment-errors are specifically discussed based on the functions of the units and the formal structure.

The result of this study shows that the most frequent fragment errors based on the functions of the units are Co-ordinated Heads (55.26%) and the least are Subject (1.32%) and Modifier (1.32%).

Based on the functions, the co-ordinated head fragment errors occurred because the sixth-semester students of the English department wrote groups of the units which start with the conjunctors such as 'and', 'but', 'or'. They forgot that the conjunctors cannot start a sentence because the conjunctors still have a relation to the head before the co-ordinated head.

The co-ordinated head fragment errors can be caused by the simplification strategy, because the students have the tendency to express the target language into a simpler system and they also use the simplification strategy to combine two sentences in their compositions. Therefore, they often use the conjunctors/co-ordinators such as 'and', 'but', 'or' to start a sentence.

Subject fragment error happened because of the student's way of thinking. (S)he thinks that there is a verb in the subject fragment. The student did not realize that the verb belongs to the qualifier of the subject. Thus, the subject itself still needs a predicate. Modifier fragment error occurred because the student forgot that a modifier must have a head to be modified. Besides that, the modifier cannot be written separately in itself from its head.

The subject fragment errors can be caused by the ellipsis. It is because the student uses the fragment in his or her composition. (S)he wants to write more economically, like when (s)he speaks. Therefore, (s)he tends to omit a part of the sentence 'verb' which then makes the sentence elliptical.

The most frequent fragment errors based on the formal structure is Co-ordinated Head Clauses (55.26%), and the least are Combination of Prepositional-phrase and Adverbial clause of Reason/Cause (1.32%) and Noun-Phrase (1.32%).

Based on the formal structure, the most frequent fragment error is the co-ordinated head clause. The co-ordinated head clause fragment errors happened because the sixth-semester students of the English department might forget that the conjunctors such as 'and', 'but', 'or' cannot start a sentence or stand by its own, when the students wanted to add the ideas, or to show contrast, or to give the alternative/choice to the main clause. Since they did not connect the co-ordinated head clause to the main clauses, they made the co-ordinated head clause fragments.

The co-ordinated head clause fragment errors can be caused by the simplification strategy, because the students have the tendency to express the target language into a simpler system and they also use the simplification strategy to combine two sentences in their compositions. Therefore, they often use the conjunctors/co-ordinators such as 'and', 'but', 'or' to start a sentence.

The combination of prepositional-phrase and adverbial clause of reason/cause fragment errors occurred because (s)he might not be aware that the prepositional-phrase and adverbial clause of reason/cause fragment cannot be written separately from its main clause.

The combination of prepositional-phrase and adverbial clause of reason/cause fragment errors can be caused by the ellipsis and simplification. It is because the student usually uses the fragments in his or her composition because (s)he wants to write more economically. Therefore, (s)he tends to write the prepositional-phrase by itself without its main clause which then make the sentence elliptical. On the other hand, (s)he also uses the simplification strategy in order to reduce the target language into a simpler system to combine two sentences. Therefore, (s)he writes the adverbial-clause of reason by using subordinator 'because' by itself without its main clause in his or her composition.

The noun-phrase fragment occurred because (s)he was not aware that the noun-phrase which consists of a noun followed by the adjective-clause does not have a complete predicate such as in the following example *But this time in my department, the student who wants to join the study tour for every semester*. The noun '*the student*' which functions as a subject does not have its own predicate. The verb '*wants to*' in the noun-phrase belongs to the adjective-clause and this adjective-clause modifies the noun of 'subject'. Thus, the noun-phrase should be added a complete predicate that belongs to its noun-phrase.

The noun-phrase fragment errors can be caused by the ellipsis, because the student tends to omit a part of the sentence 'verb' which then makes the sentence elliptical.

## 5.2 Further Suggestions

The writer conducted this research by using some related theories such as the writing, speaking, fragments, and second language theories, i.e. error analysis and interlanguage to support this study. It means that her study is not only emphasized on writing but it can also be analyzed on the speaking side. Therefore, (s)he suggests that future researchers analyze the fragments in a conversation.

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