

Sentence Fragmentation in the Writing of Senior Secondary School Students of Gwale, Kano, Nigeria

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Abstract: It is conventionally agreed that the effectiveness of written English depends on the grammatical correctness. This study empirically investigated the sentence fragments from the compositions of senior secondary students. It aimed to identify fragments, its frequency and to explore on what causes the fragments. The study employed a mixed method approach in which an embedded design was adopted to guide the collection and analysis of the data. The subjects of the study comprised 30 students purposively selected from secondary schools of Gwale Local Government Area, Kano Nigeria. Achievement Test is used to collect the data. Markin software version 4.222 is used to speed up the process of data analysis. The result of the study revealed that sentence fragments were frequently found in the participants compositions. Meanwhile, the main causes of fragments were attributed to intra-lingual sources. The study will help teachers to gain insight into the persistent difficulties students are facing in their writing.

Keywords: Sentence Fragment, Error Analysis, ESL, Written Language, Grammar.

INTRODUCTION

The attainment of accuracy and competency in writing is not an easy task to master, due to its intricate and complex nature that requires rigorous practices that can be learned explicitly through experiences. It is crucial for students, especially L2 learners to learn how to write accurately, especially for academic purposes.

The status of English in Nigeria cannot be underestimated; as the official language as well as the language of instruction used at almost all phases of education: primary, secondary and tertiary institution. Thus, it is the second language and the lingua franca of the nation. Despite the pivotal roles played by English in Nigeria, there is still a regression in the standard of education and the falling standard of education becomes apparent in the students' performances in their final examination of "Ordinary level" at senior secondary school phase of education. In fact, most of the students are failing to score 5 credits in the major subjects including English and mathematics in either WAEC or NECO- as it's required for them to get admission into the universities.

The mass failure of students in the final examination and lack of competence in the English language aroused a lot of frustrations among students and teachers. Moreover, the incompetency in the English language leads to a limitation in students' understanding and ability to grasp curriculum content

which impacts overall academic achievement of the students [1]. Therefore, students are required to have a good mastery of English writing skills to pass at credit level in West African Examination Council (WAEC) and National Examination Council (NECO) as well as terminal Examinations. To stress on the issue, WAEC and NECO annual reports –'2004' to '2013'- [2] show a consistent decline of students' performance as exemplified in the various errors found in their written compositions. As a result, the students' essay writing skill continually falls below expectations [3]. The chief examiner for May/June WAEC 2007 [4] reported that the poor performance of students in The English language is as a result of deficiencies in weakness in skills of writing, construction of loose sentences, transliteration from the mother tongue and abuse of the basic rules of grammar. In point of fact, Akinwamide [5] asserts that Most of the complaints about poor performance of students in SSCE are as a result of students' poor writing skills [6] and [7].

The problem of sentence fragment is not given much attention in previous research viewed in the literature, as it covers only part of the different errors analysed in one research. This gives the present study a very practical objective to be conducted. The general objective of this study is to find out the level of students' composing competence in written English during their last year of senior secondary school phase. It sought to achieve two fold of objectives: first, is to

examine the erroneous sentence fragments produced by SSS students in their writing and second to identify what causes sentence fragments in the SSS students writing.

WRITING IN SECOND LANGUAGE

Writing is one of the four skills of language namely; speaking, reading, writing, and Listening that are part and parcel of applied linguistics. It is the skill which through it students can best demonstrate their grasp of mastery and control of language. It is also the skill that is used most, in the form of assessment of essays, dissertation, and final year examination in the school. Writing according to Schmitt [8] provides a way of monitoring students' language production and linguistic material because the technology was not widely available. Connally [9] defines writing as "a process as well as a product that requires creativity, concentration, and determination". The effectiveness of any writing is determined by grammatical [10] in [11] syntactic ambivalence leads to semantic ambiguity. One of the research findings in second language shows that lack of competence in written English results more from the lack of composing competence than from the lack of linguistic competence, since the most obvious demonstration of the former, lacks the mixture, rather than the expression of ideas in a paragraph or even in the same sentence [12].

Purpose of the Study

The general purpose of this study is to find out the level of students' composing competence in written English during their last year of senior secondary school phase.

Objectives of the Study

This study aims to achieve the following objectives:

1. To examine the erroneous sentence fragments produced by SSS students in their writing.
2. To identify what causes sentence fragments in the SSS students writing.

Overarching Questions

The following questions are formed based on the objectives of the study:

1. To what extent do the SSS students produce sentence fragments in their writing?
2. What causes sentence fragments in SSS students writing?

Error Analysis

Error analysis is one of the most influential theories of SLA. It deals with the difficulties which the learners of the second language are facing on the process of learning target or new language in addition to their mother tongue. Richard and Sampson [13] view error analysis as "a subsequent attempt by linguists to

rectify what was seen as an overly theoretical approach to language learning evolved after Contrastive Analysis to facilitate the closer study of different features of language more than contrastive approach." Thus, the early pioneering studies of second language concentrate more on the interference within the framework of contrastive analysis in which to some extent ignore errors that did not fit systematically into native language or target language system as in the work of Nemser [14] and Briere, [15] both whom acknowledged the existence of some features which believed to be not in either the first language or the target language. Corder [16] suggests that linguists should concentrate on the study of the *process* of language acquisition and the various learning strategies learners may face especially when dealing with a new system of language rather than their mother language. James [17] in his view sees Error Analysis as "a process of determining the incidence, nature, causes and consequences of unsuccessful language". He explicitly elaborates that it is paradigm which involves describing 'independently' or 'objectively' a comparison of learner's L1 and the TL itself, so as to locate mismatches. As an applied phenomenon it deploys the use of a set of procedures for identifying, describing and explaining learners' error.

Importantly, a great deal of work on error analysis was carried within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps that would be followed in error analysis. Following Corder [16], Gass and Selinker [18]; Ellis and Barkhuizen [19] distinguish five steps to be followed in conducting error analysis starting with:

1. Collection of samples of learners' language, written or oral.
2. Identification of errors.
3. Classification (description) of errors it is an error of verb? It is an error of spelling and so forth.
4. Quantification of errors. This is done through providing an explanation on the occurrence of learners' error in the learners' language, to find out how many errors of agreement occur in learners' language.
5. Error evaluation (method of error diagnosis).

Error diagnosis in other word 'etiology' implies ascription or explanation, and tracing errors to their causes. Error diagnosis deals with the language as a systematic which is ruled by principles. It concerns with what actually causes the error in the principles and that of the analysis of such errors usually for remedial purposes. Notwithstanding, there are two main types of errors in learners' language: first, Inter-lingual errors these are errors that are traceable to first language

interference and intra-lingual errors are those deviant forms of language caused by the target language. Nevertheless James [17] and Richard [20] assert that most of the scholars have agreed over the additional of third and fourth forms of diagnosis-based errors, these are communication-strategy errors: The question always at the centre of this form of error is the common belief that language was a means of communication been it spoken, written or even body languages. James [17] points two forms of deviants that are caused by communication-strategy: Holistic strategies and Analytic strategies, the former also known as 'approximation' simply refers to 'learners' assumption, that is if you can say 'X' in L2, then you must be able to say 'y', alternatively by using false synonym like fruit for blackberries or by using antonym like 'sad' in place of 'happy' or by coining a false or unacceptable term like 'sensities' for 'senses'. Analytic strategic-based errors on other hand refer to a situation whereby the learners indirectly express the concept by allusion rather than direct reference. And the fourth form is induced errors as the term was firstly used by Stenson [21] to describe forms of errors caused as a result of classroom interaction among the learners of language rather than mother tongue influence (inter-lingual) or learners' incomplete knowledge of a target language (intra-lingual). James [17] believes that induction is a widespread source of errors. However, the main problem associated with above steps is identifying the error. There are four ways to measure linguistic deviance; they are grammaticality, acceptability correctness and strangeness. Basically, there is the difficulty of deciding whether grammaticality or acceptability should serve as the criterion for error analysis Ellis and Barkhuizen [19].

Grammar and Error

Traditionally, morphology and syntax are the two main components discussed under grammar, the former is dealing with words structure while the latter is said to be handling the structure beyond the level of words. Syntax errors are sorts of errors at the levels of structure beyond the word level to what are termed as phrase, clause, sentence and paragraph to some extent.

It is important to discuss some structural rules of making sentence patterns, since sentence is not happening as vacuum but constructed basically on several different kinds of phrases that are traditionally called 'parts of speech' consisting of any single words or group of related words that take their grammatical functions in a sentence and missing one or group phrases may impede the meaning of a sentence and render it to fragment. Blakesley and Hoogeveen [22], a phrase is a word group that does not contain the subject-verb pair needed for a complete sentence, and it can be a part of sentence function as verb, noun, adjective or adverb but it can never be a sentence on its own. There

are five syntactic errors at the phrase level. They are noun phrases (NP), verb phrases (VP), adjective phrases (AJP), adverb phrases (AVP) and preposition phrases (PP).

On the other hand, a clause structure is considered larger than phrase structure to involve well-formed phrases. It is defined as a group of words that are posed to form a part of a sentence with a subject and a predicate. "Clause units are the basic grammatical packages for communication, for making statements, asking questions, or issuing instructions and requests, a clause is usually the minimal syntactic unit needed" [23]. The clause structure errors are kind of deviants that violate the internal or textual relationship between parts of phrases, clause errors are dealing with whole phrases entering into the structure of clauses.

The sentence is a linguistic structure which involves a combination of clauses into a larger unit. The sentence is the most important and the largest unit of the grammar of any language as well as the most problematic and controversial of all grammatical units [24] because it is indeterminate [25]. Errors at sentence level are beyond the application of clauses. However, the 'whole phrases and clauses can be blended to form a sentence'. The blended phrases and clauses may be ill-formed or ungrammatically constructed. According to Shaughnessy [26], a sentence error can be called 'consolidation error' if it comprises the two subtypes of clauses coordination and subordination [17].

The Notion of Sentence Fragment

Writers often write a group of words that does not express a complete thought. Such group of words are called sentence fragment. Basically and conventionally, a complete sentence must contain a subject and predicate. A fragment is an incomplete sentence sometimes it may be a participial (ing) phrase or dependent clause that belong to preceding sentence [27]. Thus, sentence fragment fails to be a sentence because it cannot stand by itself. Sometimes it does not contain even one independent clause [28]. In other words, as Fine [29] asserts that a "sentence fragment is a word group that cannot stand as a sentence even if you give it a capital letter initial and end up with punctuation".

According to Fine [29], sentence fragment appears under four different circumstances; as follows:

1. A fragment results when the subject is omitted.
Example.

Fragment: Fans were anxious for the concert to begin.
But waited patiently.

Sentence: Fans were anxious for the concert to begin.
But they waited patiently.

2. A fragment results when all or part of the verb is omitted.

Fragment: Some of the footballers in the Nigerian team last year.

Sentence: Some of the footballers were playing in the Nigeria last year.

3. A fragment results when the subject and complete verb are omitted.

Fragment: The parent spent over N5000 on toys for their children. *Most of it on the The two girls.*

Sentence: The parent spent over N5000 on toys for their children. *They spent most of. It is on the two girls.*

4. A fragment occurs when a dependent clause is capitalized and punctuated as a sentence.

Fragment: Since she was graceful as well as daring. She was an excellent dancer.

Sentence: Since she was graceful as well as daring, she was an excellent dancer.

Other forms of fragments identified include:

5. Appositive and List Fragments [30]:

‘Appositives, either as a single word or as lists, are among the common types of phrase fragments. An appositive is a word group that renames, or modifies a noun by giving examples of it, or in some other way expanding upon it’. ‘Lists are often introduced by transitional expressions, such as: *besides, for examples, such as, or especially:*

- a. **Appositive fragment**

To add a reddish cast to gold, medieval artists used dragon’s blood. *A darkish red paint made from palm tree resin.*

Sentence:

To add a reddish cast to gold, medieval artists used dragon’s blood, *a darkish red paint made from palm tree resin.*

- b. **List fragment:**

For my birthday, I want four kinds of cake. *Lemon, German chocolate, coconut with custard filling, and Boston cream pie.*

Complete sentence:

For my birthday, I want four kinds of cake: *lemon, German chocolate, coconut with custard filling, and Boston cream pie.*

6. A fragment occurs when an object of a transitive or ditransitive verb is omitted.

Fragment: Amina boiled.

Sentence: Amina boiled an egg.

Some Deliberate Fragments

Fragments should be avoided in academic writing and other formal contexts. However, it is

important to be aware that it’s the norm in casual speech and writing in some contexts, fictional and non-fictional. Writers do use fragments sparingly but wisely. In a fiction, a formal narrator can use fragments to show emphasis or a precise effect. In none-fictional writing as well, a writer is free to use fragments occasionally especially in formal prose as a technique to create emphasis through an abrupt change of rhythm [30]. Schuster [31], in his article titled: “*A Fresh Look at Sentence Fragments*” investigated “fifty essays reprinted in the Best American Essays 2001[32] and the ‘*Best American Essays 2003*’ [33] and found that the essayists effectively used sentence fragments in their work to the extent to which he found 505 sentence fragments in the fifty essays.

METHODOLOGY

The study employed a mixed method approach in which an embedded research design was used to investigate sentence-level errors of fragmentation, and to find out the frequency of their occurrence in the writing of the final year students of SSS of Gwale Local Government Area, Kano, Nigeria as well as to find out causes of sentence fragments. In line with the set objectives, the study devoted to the descriptive survey.

The Coder’s five steps of conducting error analysis were adopted to map out all the processes followed in the present study from early beginning of questions formation to the final interpretation evaluation of the data to answer the research questions of the study. In terms of sequence and weight of data this study was designed based on this order: QUAL(quan). This was used to show *sequence and dominance* of the data collection and analysis. It denotes that quantitative data set is enclosed within the qualitative data set. This indicated that qualitative data were later quantified so that it can be easily interpreted. Capital letters indicate that the qualitative phase is prioritised over the quantitative phase of the study. The bracket show that quantitative data were embedded into the qualitative data [14; 34; 35].

In this study written test was conducted to the participants in which each and every one of them were asked to choose and write only one letter from the different types of letter writing given in the questions. Four questions were adopted and adapted from WAEC and NECO questions. The test is marked using Markin Software version 4.2.2.2 (i.e. the latest version, 2014). All the essays are typed in a word processor and converted into (RTF) files so that they can be analysed using Markin tools. Buttons were customised to suit the purpose of the study. The insights structural grammar (grammaticality) and the patterning of the structural elements (phrases and clauses) were considered in the analysis of the test. For the purpose of this study, sentence fragments were labelled, classified and

numbered into six categories. The codes were assigned prior to analysis of the data collected as commonly used by deductive researcher. It is a form of coding by Miles and Huberman [36]. It is also used as start list to facilitate easy referencing to the text.

Formulaic expression was chosen in this study while the codes were emanated from the forms fragment, these are as follow:

1. S.F.E.₁ = Omission of Object (OMO)
2. S.F.E.₂ = Omission of Subject (OMS)
3. S.F.E.₃ = Omission of both Subject and Verb (OSV)
4. S.F.E.₄ = Omission of Verb (OV)
5. S.F.E.₅ = Dependent Clause Fragment (DC/FRAG.)
6. S.F.E.₆ = Appositive and List Fragment (APP/LIST FRAG.)

DISCUSSIONS

All sentence fragments found in the writing of the participants were displayed, analysed and fully discussed bearing in mind the scope of the study in which only sentence fragments concerned and covered, other possible errors that might be found in the texts are not prioritized some that are considered serious are only underlined and marked with asterisk (*) with little explanations on the surface as well as substitutions of some alternative words with options given in brackets. The fragments are broadly categorized based on the sentences boundaries into either phrase fragment or clause fragment. For succinct comparison with aim of providing comprehensive information the sentence fragments are displayed on the basis of their causes into seven classifications: Omission of verb, omission of subject, omission of both subject and verb, omission of object, dependent clause fragment and appositive or list fragments.

A sample of analysis for all the forms of fragment found in the texts is displayed and discussed below:

1. Fragment:

The reason why I write this letter to you is that I have spent six weeks in my new school. I wish to tell you about my experience so far. DC/Fragment

The last word group underlined is dependent clause fragment because it function as the adverbial clause of the dependent word 'the reason why' underlined in the first word group. Generally, this sentence can be revised by removing the period (.) and adding a conjunction (and) to make the sentence a complex one.

Correct sentence:

The reason why I write this letter to you is that I have spent six weeks in my new school and I wish to tell you about my experience so far.

2. Fragment:

They tried to make me upset by *telling me some harsh.* Om/Object

The verb "telling" is inherently di-transitive; thus, the act of telling would be seen as passing across, to a direct object "me" and to an indirect object which is missing probably a story.

Correct sentence:

They tried to make me upset by telling me the story of some harsh life about the school.

3. Fragment:

Secondly, the election will be held in this year, *so you* Om/verb, if I am there in Europe I will not be opportune to vote for my choice, as a good citizens.

The verb of the subject italicized above "you" is missing.

Correct sentence:

Revised by adding the missing verb:

Secondly, the election will be held in this year, *so you are aware that* if I am there in Europe I will not be opportune [have opportunity] to vote for my choice, as a good citizen.

4. Fragment:

My dad what is left that I want to tell you is my happiness *when* Om/subject *are in the 5th month* we taken*[organised] mauled.

The subject is omitted in the word group italicized in the above sentence. However, the verb underlined and marked with an asterisk would be changed; the alternative word is given in the bracket.

Correct sentence:

Revised by adding the missing subject:

My dad what is left that I want to tell you is my happiness when *we are in the 5th month* we organised mauled.

5. Fragment:

In our laboratory we have a good Apratus and good teachers and it was so interest to anybody because it contains three part, and Biology part. App & List/Fragment

In this sentence, the list of the remaining parts of the laboratory is not mentioned. So it is a list fragment.

Correct sentence:

Revised by adding the completing list of parts of the laboratory, let us assumed they are chemistry and physics.

In our laboratory, we have a good Apparatus and good teachers and it was so interesting to anybody because it contains three parts [sections]: **chemistry**, **physics** and Biology parts [sections].

Quantification of the Qualitative Data

The data analysed this study were transferred, quantified and presented in the table below:

Table 1: Errors Distribution

| Error Type (Annotation) | Instances | Percentage (%) |
|--|-----------|----------------|
| S.F.E. ₁ (Om/Object) | 15 | 16.1 |
| S.F.E. ₂ (Om/Subject) | 19 | 20.4 |
| S.F.E. ₃ (Om/Subject&Verb) | 4 | 4.3 |
| S.F.E. ₄ (Om/Verb) | 33 | 35.5 |
| S.F.E. ₅ (DC/Fragment) | 20 | 21.5 |
| S.F.E. ₆ (App.&List/Fragment) | 2 | 2.2 |
| Total | 93 | 100 |

The results of this study revealed that SSS students produced sentence fragments frequently in their compositions. Sentence fragments were at found 93 instances from the letters written by 30 students who participated in the written test session. This corresponds with the results in Acheoah [37] study who found that sentence fragment is among the errors that Nigerian finalist secondary school students produced at sentence-level, similarly to that of Hassan [38] whose findings revealed that sentence fragments are the third most frequent errors (166 instances 11.7%) among the ten different categories of errors found in the writing of students of preparatory year program in Saudi Arabia. The results also are indications that these students have difficulties in the production of grammatical sentences and 'the effectiveness of any writing is determined by grammatical correctness' [11 in 12]. Based on this view, James [17] attributes four ways to the study of Linguistic deviance; these are grammaticality, acceptability correctness and strangeness.

This was also supported by Darus and Subrahanniam [39] study in which they found that form four Malaysian students have syntactic problems besides the lexical errors, such as problems in forming different forms of sentences, also evidence show that they produced incomplete sentences, in some instances there are missing/wrong object, missing subject, and missing verb in their essays. This is in line with Ojetunde [40] who found that 184 (81.06%) out of 227

errors made by 60 students were grammatical errors while 48 (18.95 %) lexical errors.

However, the present study found that S.F.E.₄ (omission of verb) is the most common form of fragments produced by the participants, which comprises 33 instances equivalent to (35.5%), it was followed by S.F.E.₅(Dependent clause fragments) which comprises 20 instances equivalent to (21.5%), then followed by S.F.E.₂ (omission of subject) which comprises 19 instances equivalent to (22.3%), and S.F.E.₁ (omission of object) which comprises 15 instances equivalent to (16.1%) and then followed by S.F.E.₃ (Om/Subject & Verb) which comprises 4 instances equivalent to (4.3%) while the least form of fragments produced by the participants is S.F.E.₆ (App. &List/Fragment) which was found in only two instances equivalent to (2.2%) of the overall total fragments produced. The results corresponded with Zawahreh [41], a study in which he found that the most predominant errors among tenth-grade students of Aljonn Jordan within syntax were errors of omission of the main verb. This contradicts with Abushihab et al. [42] study in which the most prominent errors found (in the writing of Jordan students at first semester if the year one) is "prepositions" in which 90 instances (26 %) out of 345 errors followed by verbs 75 instances (21.7%).

The investigation revealed that fragments were been classified by scholars based on their causes. Phrase fragments were caused as a result of missing verbs or incomplete use of the verb as in a case of infinitives, -ing verbs and past participle, such kind of verbs cannot function as main verbs in sentences as a result they usually caused sentence fragments of incompleteness. Missing of object fragment is another fragment caused by the ditransitive verb. Missing subject is another cause of phrase fragment at NP level and sometimes both subject and verb may be missing in a sentence.

The present study found that the fragments produced by the SSS students who participated in the written test were basically caused by omission of verb, omission of subject and omission of object at phrase level and miss-punctuation of dependent clause fragment at the clause level. It is in line with Balackesley and Hoogeveen [30] and [22] categorizations of the causes of fragments. First, the fragments at the level phrase level are caused when the verb is missing or incomplete like using infinitive, ing-verb or past participle form of the verb without a main verb. Second, the fragments caused by a missing subject or a compound predicate (compound predicate consists two verbs that belong to one subject). And third, the fragments caused by subordinating words or relative pronouns. The fragments may be caused when

dependent clauses function as adverbs, adjectives, or noun. Fourth, the fragments caused by appositives or list. "An appositive renames or modifies a noun by giving examples of it, further defining it, or in some other ways expanding upon it". "List fragments are often introduced by transitional expressions, such as, besides, for example, such as, or especially. Fifth, Medwell *et al.* [28], Fine [29] added that fragments may be caused when both noun and subject are omitted in a sentence. The sixth one is added by the researcher which was extracted from first category (verb) its termed "omission of object" it was caused by the di-transitive verb.

The above causes of fragments were attributed to an intra-lingual source in the present study. Intra-lingual errors reflect the general characteristics of rule learning, such as overgeneralization, incomplete application of target language rules, failure to learn the conditions under which rules apply, and the development of false concepts [12]. This was supported by Nayernia [43] study which concludes that "the major part of errors committed by Iranian EFL learners is intra-lingual" (25 instances=83.3%; inter-lingual 5 instances=1.7%) he backed his results with previous studies that involved participants from different language background such as: [43] and [44]. Similarly, Zawaheh [41] study found that Arabic interference and intra-lingual interference are the sources of the errors among the tenth-grade students of Ajloun schools, Jordan.

CONCLUSION

Based on the findings of the present study it is concluded that sentence fragment is one predicament to successful writing process among the students. The study concluded that SSS students produced sentence fragments frequently in their compositions as such sentence fragments were found 93 instances from the letters written by 30 students who participated in the written test session. Moreover, the omission of the verb is the most common form of fragments produced by the SSS students. It was followed in descending order by 'dependent clause fragments' then followed by 'omission of subject' and then 'omission of object' and omission of both subject and verb while least fragment produced is appositive and list fragment. The fragments produced by the SSS students who participated in this study were attributed to intra-lingual source except in a few instances where first language influence was viewed as part of the sources of the errors as mentioned.

RECOMMENDATIONS

Based on the purposes of the study and in the light of findings revealed in the present study the following implications were drawn and suggestions for further studies were given.

1. Pedagogic Implication:

The study provided evidence 'that most of the difficulties a language learner is faced with can be traced to the target language and as the contrastive study of the two languages is not without problems'. Corder [16] suggests that linguists should concentrate on the study of the *process* of language acquisition and the various learning strategies learners may face especially when dealing with a new system of language rather than their mother language.

Based on this the researcher recommended that teaching of language especially at begging and intermediate levels teachers are encouraged to understand the nature of writing as a process as well as the product. They should concentrate on teaching students writing skills to enable the students to know the causes of grammatical and syntactical weaknesses in their writings. This can be achieved by examining the areas that need reinforcement in teaching second language learners writing. Moreover, it will be helpful for teachers to employ a good method to enhance teaching grammar to secondary school students. Teachers are advised to teach students basic differences between spoken and written forms of language to enhance their ability to academic writing.

2. Learning Implication:

This study will be a stepping stone for second language learners and anyone who want to be a competent writer. It presented a deep explanation on sentence fragments which make the written language defective. Based on the results of this study the following recommendations are given in light with the learning of writing.

The study recommended that students should put more efforts in learning and applying the basic principles of grammar and writing skills. The present study admitted that the participants have difficulties in the production of grammatical sentences. It is a matter fact that 'the effectiveness of any writing is determined by grammatical correctness'. Students should put more efforts in handling with correction and feedbacks. Grab and Kaplan [45] believed that responding to writing and writing assessment has important consequences for both students and teachers. However, the study also recommended that students should engage in a personal revision of their papers before they submit to the examiners or any other recipients.

3. Research Implication:

This study contributed to second language research and provided researchers with evidence on how The English language is learned in reference to composition competence. Based on the results of the present study, it is recommended that more studies

should be conducted in this area. It suggested that more investigation should be carried out on the causes of fragments in relation to teachers' perspectives as well as method of teaching.

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