SENTENCE FRAGMENTS IN STUDENT'S COMPOSITION

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Abstract

The aim of this research is to analyze several categories of sentence fragments in student's composition as well as to ascertain the source of the errors from the questionnaire that given by the researchers. The researchers utilize the approaches of St Pit Corder Error Analysis to examine the data. The data are two written text, which appeared to be an English Composition written by eight students of Universitas Balikpapan from fourth semester and five different Departments. The second data is a questionnaire that answered by the eight participantsdifferently. The researchers found five variants of sentence fragments that made by the students in their English compositions. The five types of sentence fragments are the absence of subject, absence of verb, uncompleted thought, incomplete verb, and complex errors. The questionnaire demonstrate that the incomplete knowledge of English is the source of student'serrors. This type of errors is known as Intralingual errors.

Keywords: Sentence fragments, English composition, Intralingual errors

Introduction

Writing is one of the activities performed by peopleevery day. Whether it is for students to write their assignment, for white collar to write their office report, or for people who write as an occupation such as author or journalist. Writing also can be an act to expose emotion by words that written, rather than uncover it through verbal words. For people who love writing, it is a joy to playing with countless vocabularies.

Language as a media of expression with word has many differences worldwide.Language also refer to the concrete act of speaking, writing or signing (Crystal, 2008:256).Language that use by people is different in some various places. English is an international language that taught and learned by people around the world. There is English as first language, for those whose their mother language is English such as people who live in United State. There is English as their second language to communicate with people or well known as ESL, an acronym for English as a Second Language. There is also English as a foreign language for people from, mostly, expanding nations, who learned English as a foreign language and use a native language or local language to interact with people daily. The term of this kind of English is EFL, an acronym of English as a Foreign Language.

Indonesia as an expanding country learns English as a foreign language. English is one the main subject in high school that also tested in National Examination. Mostly people in Indonesia having difficulties in mastering English, whether it is speaking or writing. In writing English, there are a lot of component that have to understand by the writer. Grammar becomes one of the main

problems, because, as a non-native speaker of English, people need to comprehend more about Grammar as a set of rules. One of the example is the about the number. Occasionally, Indonesian speaker mark an errors when mention something that deal with number. Indonesian speaker have problems both with English plural endings and with third-person agreement; plural ending are particularly likely to be dropped after numbers or plural quantifiers like in a sentence *she have three sister and two brother* (Swan, 2001:283).

Sometimes, people tend to make error in their writing because they do not know about the rules that have been set up. This is also happen for EFL student using English in their writing. The student have a tendency to make faults because they do not aware enough about the grammatical rules. There are a lot of error in an English composition, and one of the error is a sentence fragments.

A sentence fragments is an incomplete sentence. It may happen because of various reasons, such as dependent clause that cannot stand alone, the absence of subject or verb or both, and do not express a complete thoughtt. Sentence fragments is happen to be frequent found in an English writing or composition. The sentence fragments also become a problem for students who already learn English as a foreign language forabout ten until twelve years since they were in elementary until high school.This kind of error has become one of the main problem in writing problem that EFL students have to face. Therefore, the researchers intended to observe what kinds of error or sentence fragments that found in the student's composition and what cause of the errors that the students or participants made in their writing.

Research Question and the Objectives of Research

Based on the background that has been state above, the researchers try to observe a problem that definite as:

1. What are the types of sentence fragments found in student's composition?
2. What is the source of the error that occurred in student's composition?

The objective of the research is to demonstrate the variety of sentence fragments that found in student's composition as well as reveal the source of the error.

Scope of Study

This research focus on examine and analyzing the sentence fragments into five types or cases and finding out the source of the error in student's composition. The five types of sentence fragments are the absence of verb, subject, do not express complete thought, an incomplete verb, and complex error. The researchers also use the approaches of St Pit Corder Error Analysis to analyze the source of the error that accomplished by the participants or the students of Universitas Balikpapan.

Previous Study

A previous study is important as a part in a research to maintain its authenticity. A previous study serves details about the research and analysis that had been done before, as well as the differences between the research that created by the researchers.

A study was conducted by Bushra Abu-Faraj from The University of Jordan, Jordan, in his research paper, "The Impact of Arabic Language on Producing Fragments". The study aims at examining the relationship between first language (Arabic) proficiency and second language (English) writing performance of 35 students from the University of Jordan. The study also examining the frequency of sentence fragment that appeared in a survey that given by the researcher to the 35 students of University of Jordan. There are

two surveys; first survey was a multiple-choice survey consisting of eight sentences written in Arabic along with three different choices. The second survey was a sentence translating that consist of six Arabic sentences and the participants were asked to translate them on their own. The results revealed that missing-subject fragments were the most common type of fragments produced.

Another study was additionally conducted by Edgar H. Schuster, who has been teaching English for forty years. He investigated the abundant use of fragments in two volumes of The Best American Essays in "A Fresh Look at Sentence Fragments". He found 505 sentence fragments in the fifty essays.

The differences in the researchers' research is the researchers examined the different types of sentence fragment in student's composition, as well as finding out the source of the error that occurred in student's composition. Whereas the differences in the previous study that included above is the first previous study shows the sentence fragments by translating sentence from Arabian into English. For the second previous study, the difference is the researcher investigated the abundant use of fragments in two volumes of The Best American Essays.

Through this research, the researchers hope that observing the error or discovering a sentence fragments in an English composition of EFL students can gain a new knowledge about it. The researchers also hope that it can developed awareness among the EFL students and the researchers itself to be more careful in writing sentence using English.

Research Methodology

In this research methodology part, the researchers explain about the type of method, the description of participants, the data collection as well as the procedure of collecting the data, and the procedure of analyzing the data.

The researchers use a qualitative research as the method of the research. Qualitative concerned with a phenomena relating to or involving quality or kind (Kothari, 2004:4). In this case, the researchers correlate the kind of sentence fragments that made by the participants in their English composition that already collected by the researchers.

The eight participants are students of Universitas Balikpapan. There are two males and six females. The participants are from different department. One male is on the fourth semester and now majoring in Law Department. Another male is also on the fourth semester and majoring Occupational Health and Safety Department. There are also two female participants on the fourth semester and majoring Occupational Health and Safety Department. In addition, there are three females from Faculty of Economy now on the fourth semester. One female majoring Accounting, while the other two majoring Management. The last participant is a female and now on the fourth semester and majoring Math Teaching. For the topic part, there are four participants choose law in Indonesia as the topic of their composition. Three participants choose free topic, which are about freedom of journalist, curiosity and art. One participant chooses humanity as the topic.

The data taken from two written text, the composition and the questionnaire. The researchers met and asked eight participants to write an English composition in the campus area. The composition consists with minimum 200 English words. The theme of the composition has been decided by the researchers, with the two given topic and one free topic. The two given topic is humanity and law in Indonesia. The purpose of the first written or the composition is to found and analyze what kind of sentence fragments in the composition. The second written data that

the researchers use is the questionnaire. The questionnaire consists with two questions. The nature of the questions is structured and open. Structured means the given questions is same for all of the participants. Open means the researchers does not give optional answers. In this case, the participants liberally can answer the question with their own words. The purpose of the second written data or the questionnaire is to find out the source of the error that the participants made.

The two questions are:

1. How long the participants have studied English as a foreign language?
2. What kind of difficulties the participants found when writing an English composition?

For the first answer, seven of the participants have studied English as a foreign language for 12 years. One participant have studied English for 10 years. On the other hand, the participants answered the second answer differently. There are various kind of answers of the participants, but most of the problems is from the lack of knowledge about grammar. Therefore, the problem about grammar divided into several types. Below are the several types of participant's problems:

1. The lack of vocabularies that causingdifficulties in translating word into a proper English sentence or just having difficulties translating sentence into a proper form.
2. Difficulties of understanding tenses.
3. Difficulties of understanding conjunction.

After the data is complete, the researchers then analyze the composition to find the type of sentence fragments in student's composition. In favor of analyzing the data, the researchers perform several processes by using the approaches of Error Analysis by St. Pit Corder. Firstly, the researchers determine the data and the participants. Secondly, the researchers identified the errors. The errors that appeared in student's composition that the researchers choose to analyze is about the sentence fragment. Next, the errors of sentence fragments categorized into five different types or five different cases, which are the absence of verb, subject, do not express complete thought, an incomplete verb, and complex error. The complex error means that there is more than one aspect of sentence fragments in one sentence. Later, the researchers describing and explaining the errors also proposes some correct suggestions of the sentence.

Finding and Discussion

In finding and discussion part, the researchers put the result of analysis of the data. The researchers use the Error Analysis approaches by St. Pit Corder. According to Corder in Ellis' "Understanding Second Language Acquisition" as quoted in Efendi (2011:8), there are five procedures of analysis. The procedures are selecting corpus of language, identifying errors in the corpus, classifying the errors, explaining the errors, and evaluating those errors.

The first stage is selecting the corpus language. The selected data are two written text. There is a student's composition and a questionnaire. Both of the data is in English. The compositions are written by eight participants of students from Universitas Balikpapan. All of the participants are native speaker of Indonesian and study English as a foreign language. The questionnaire consists with two structured and open questions. The second stage is identifying the errors. The researchers identify the errors by looking through the student's composition and found the sentence fragments that the students made in their composition. After the researchers identifying the errors, the researchers do the next stage that appeared to be classifying the errors. The researchers classifying the error or the sentence fragments into five types of errors. The first is the absence of subject, the absence of verb, an uncompleted thought, the

incomplete verb, and last is the complex error. The researchers classifying the error by put it into different table. Later, the fourth stage is explaining the errors. The researchers explain the error or the sentence fragments under the classified table of sentence fragments. The next stage is evaluating the errors. The researchers give a new suggestion of sentence or correcting the old sentence into a new sentence.

The Sentence Fragments Analysis

Case One: The Absence of Subject

Subjects usually come at the beginning of a SENTENCE or CLAUSE, and they usually refer to the thing that the sentence or clause is 'about'. According to Crystal (2008:461) a subject is a term used in the analysis of grammatical functions to refer to a major constituent of sentence or clause structure. A missing-subject fragment is a group of words that lacks a subject. The table below shows the sentence fragments in student's composition that do not have a subject in the sentence.

NO	SENTENCE
1.	One in which everything is liquid, in flux, and filled with movement and energy.
2.	It make the life of society becomes easier.

In the first case, the researchers found two kind of sentence fragments that missing the subject. The first sentence is *One in which everything is liquid, in flux, and filled with movement and energy.* In this case, the participant do not mention something or the thing "liquid, in flux, and filled with movement and energy". The participant or the writer should put what entity that represent those signatures. To fix it, the researchers added a new word that can demonstrate the subject and change the sentence into this: *Whereas everything that painted is liquid, in flux, and filled with movement and energy.*

The second sentence is *It make the life of society becomes easier*. The sentence does not demonstrate the reason or something that makes the life of society becomes easier. Therefore, the researchers also added a new word and change the sentence into;*The existence of technology makes the life of society become easier.*

Case Two: The Absence of Verb

The formal definition of a verb refers to an element, which can display morphological contrasts of tense, aspect, voice, mood, person and number (Crystal, 2008:510). An absence of verb is a group of words that lacks a main verb. The table below shows the sentence fragments in student's composition that do not have a subject in the sentence.

NO	SENTENCE
1.	They can do their activities indoor at night.
2.	Violence against journalist in recent rampant in Indonesia

In this second case of sentence fragments, the absence of verb also found in the data or the student's composition. The first sentence is *They can do their activities indoor at night*. The sentence is unclear because there is no verb to reveal the activies that they act at night. Therefore, the researchers added a verb and change the sentence into;*They can do their activities indoor at night such as reading book or playing guitar.*

The second sentence is *Violence against journalist in recent rampant in Indonesia* . The sentence also do not expose any kind of verb. Thus, to fix the sentence the researchers put a verb and change the sentence into *Violence against journalist in recent is rampant in Indonesia.*

Case Three: Uncompleted Thought of Sentence

An uncompleted thought means that the sentence does not mention a clear explanation, so the reader cannot attached the idea of the message completely. The table below shows the sentence fragments in student's composition that express uncompleted thought of sentence.

NO	SENTENCE
1.	As if the community has always presented theatrical figures of the country.

For the case number three, the researchers found one sentence fragments that categorized into uncompleted thought of sentence. The sentence is *As if the community has always presented theatrical figures of the country*. The sentence is fragments because it is not clear what the community has presented. The sentence only mentioned that the community presented theatrical figures, but the exact theatrical figures is not exist in the sentence. Therefore, the researchers change the sentence into; *As if the community presenting a theatrical figures such as Mr. President, Hj Joko Widodo to the country.*

Case Four: An Incomplete Verb

Some verb form cannot be used alone as a main verb. Therefore, it need helps with other verbs to complete the sentence. It is also happen because the main verb is a present participle (-ing) or a passive verb (-ed or –en). The table below shows the sentence fragments in student's composition that have an incomplete verb.

NO	SENTENCE
1.	Politic and economic blinded, covering the clean conscience

The sentence *The Politic and economic blinded* is fragments because the sentence shown an incomplete verb. The main verb, covering, is in present participle form, so the researchers change the sentence into simple past: *Politic and economic blinded and covered the clean conscience.*

Case Five: Complex Error

The last case of sentence fragments is complex error. Complex error means that a sentence is fragments and has various absence of element in the sentence. The fragments can be lack of subject, verb, missing thought that appear in the same sentence. The table below shows the sentence fragments in student's composition that have a complex error.

NO	SENTENCE
1.	More often than not.
2.	Including UUD 1945 Republic Indonesia sub one verse three
3.	Indonesia law it dull above, sharply below.
4.	Kidnapped, raped, beaten, murdered.
5.	Really sadistic.
6.	Yuyun is not the first and the last.

Table five, complex error

For the last case, the researchers found six sentence fragments that categorized into complex error of sentence. The first sentence is *more often than not*. The sentence is fragments because it is not shows what is the meaning of "more often than not" because the lack of subject and verb. Therefore, the researchers change the sentence into : *Socialization of child abuse carried out more often is better than none.*

The second sentence is *Including UUD 1945 Republic Indonesia sub one verse three*. The sentence is fragments because the following sentence does not have a verb, and missing of thought. Thus, the researchers change the change into *The guidance of life for Indonesian society is stated in Law Acts of Republic of Indonesia sub one verse three.*

The third sentence is *Indonesia law it dull above, sharply below*. The sentence is

fragments because the word of "dull above and sharply below" is not explain about the subject and verb that the researchers looking for. To correct it, the researchers change the sentence into:*Law in Indonesia is blunt for rich people but sharp for the poor.*

The fourth sentence is *Kidnapped, raped, beaten, murdered*. The sentence is fragments because is not shows the subject and verb that represented the word of "kidnapped, raped, beaten, murdered". To fix it, the researchers change the sentence into;*Kidnapped, raped, beaten, and murdered is the most recent cases occurred a lot in Indonesia.*

The fifth sentence is *Really sadistic*. The sentence is fragments because the participant does not mention what kind of thing that describe the word "really sadistic" and also the following sentence does not have subject and verb. The writer should put subject and verb to clarify the word "really sadistic". To fix it, the researchers change the sentence into;*Politic in Indonesia is sadistic for people who do not have money.*

The last sentence is *Yuyun is not the first and the last*. The sentence is fragments because the participant does not mention the subject and the verb to explain the following sentence. Therefore, the researchers change the sentence into;*The cases of Yuyun is not the first and also the last related about the murdered and the raped.*

The Analysis of the Source of the Error

As it stated before that the second data come from the questionnaire that consist of two questions, the answers by participants can help the researchers to finding out the source of error. The first question is about how long they have studied English as a foreign language, seven out of eight has learn English for twelve years and one person has learn English for ten years. For the second answer is about what kind of difficulties they found when the participants writing an English compositions. There are various reasons but the most frequent is the lack of knowledge about the grammar rules. The researchers divided the problems of grammar into three types below;

1. The lack of vocabularies that causing difficulties in translating word into a proper English sentence or just having difficulties translating sentence into a proper form.
2. Difficulties of understanding tenses.
3. Difficulties of understanding conjunction.

Looking through the answers that given by the participants, the researchers conclude that the source of the errors is because the participants having lack of knowledge understanding about English rules. In this case, the errors happen because of the Intralingual errors. The Intralingual errors are the results of participants' incomplete knowledge of the target language (Phuket, 2015:99). Richards (1971), as quoted in Understanding EFL Student's Errors in Writing by Phuket mentioned that the learner attempting to build up hypotheses about the English Language from his limited experience of it in the classroom or text-book (p.99). The Intralingual errors or having deficiency of knowledge in English as the cause of the participants makes a sentence fragments in their English composition.

The researchers also analyze the source problem that the researchers found in student's composition and also put it into a table. Below are the table of the sentence error based from the classification of grammar problems. The researchers placed the incorrect form next to thecorrect form.

Lack of Vocabularies / Error in Translating Sentence into a Proper Sentence

NO	INCORRECT FORM	CORRECT FORM
1.	**Minimal** religious education within the family,	**Small/few** religious education within the family,
2.	...and **does not berefeknya** the application of sanctions.	...and **the absence of implementation** of sanctions.
3.	....controls **and the society it thinned**	..... controls **in the society is thinner**
4.	Why **is kepornoan there is always sex citement** in the tv footage,	Why **phonography still existed** in the tv footage,
5.	That is, Islam is not applied as formal rules in all aspects of life.	That is **because** Islam is not applied as **a** formal rule in all aspects of life.
6.	.... Islam has a set of **system construction, system maintenance**.....	..... Islam has a set of **construction system, maintenance system**....
7.	..... that will **all cullminate** in safety	..... that will **cullminate all**in safety .....
8.	But to the corrupt relaxed and given the **softness** in law.	But **for the corruptor**, they can relax and given a **smoothness** in law
9.	.... the law in Indonesia can be purchased, **which has the job title**.....	.... the law in Indonesia can be purchased, **especially for those who have a high position**.....
10.	**Conditions were so bad as it would be very big influence on**the health and strength of Indonesian democracy.	**A dreadfull condition like this will give a big influence to**the health and strength of Indonesia democracy
11.	Why the **publisher** still hanging around?	Why the **supplier** still hanging around?
12.	...liked asking a	...liked asking a lot
	lot of questions that the teacher **thought**.	of questions that the theacher **taught**.
13.	**It is evident**from the **increasing** number of cases....	**It was proven**from the **increase** number of cases....
14.	**When it should be in a job as a journalist**.....	**When we work as a journalist**.....
15.	.... using **structured interviews and unstructured**.....	.... using**structured and semi structured interviews**....
16.	.... the press company that **houses** the journalist....	.... the press company that **places** the journalist....
17.	...... more **responsible pro-actively**provide legal assistance **since** violence	...... more **actively responsible to** provide legal assistance **because of the** violence.
18.	All citizens **that have the same before the law.**	All citizens **have the same right in the presence of law.**

Difficulties of Understanding Tenses

NO	INCORRECT FORM	CORRECT FORM
1.	Thomas Alfa Edison, the background of his academy **is**quite bad.	Thomas Alfa Edison, the background of his academy **was**quiet bad.
2.	... during this time there **were** many acts of violence....	.... during this time there **are** many acts of violence....
3.	.... who **living** in Indonesia....	.... who **lives** in Indonesia....
4.	.... also Kholil and Basari who **steal** two piece of watermelon was arrested....	.... also Kholil and Basari who **stole** two piece of watermelon was arrested....

Difficulties Understanding Conjunction

NO	INCORRECT FORM	CORRECT FORM
1.	**To**those who don't have it.	**For**those who don't have it.
2.	We humans often think we have the right to...	We **as a** humans often think we have the right to...
3.	Leonardo's curiosity and insatiable hunger.....	Leonardo's curiosity and insatiable **of**hunger.....
4.	...probably in preparation for the main panel in his famous altarpiece knows as...	...probably in preparation for the main panel in his famous altarpiece **or**knows as...
5.	... he made notes on the actors' positions on stage alongside his sketches	... he made notes on the actors' positions on stage alongside **with** his sketches
6.	These works also demonstrate his fascition **with** physiognomy,	These works also demonstrate his fascition **of** physiognomy,
7.	Leonardo may also be credited **with** the most famous portrait of all time	Leonardo may also be credited **for** the most famous portrait of all time ....

Conclusion

The conclusion of this research is about the analysis of sentence fragments in student's composition. The researchers asked eight participants to write an English composition and to answer a questionnaire that consist of two questions given by the researchers. The nature of the questionnaire is open and structured questions. The researchers found five different types of sentence fragments in their compositions. From the questionnaire that already answered by the participants, the researchers can conclude that the source of the errors is because the participants have lack of knowledge to fully understand English as a foreign language, especially in understanding grammar rules. This error is recognized as Intralingual Errors.

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