

CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study. It discusses research method, time and place of the study, data and data sources, data collection technique, and data analysis and data interpretation.

3.1. Research Method

This study is a qualitatively analyzed by using an error analysis. Error analysis is a linguistic analysis which focuses on the errors made by students (James, 1998) Furthermore, it involves the description of the foreign language learners' interlanguage and the target language itself. It also provides a comparison of interlanguage and target language to locate the error.

Because of this study focuses on the errors that is made by the students, error analysis is appropriate to be applied. It is used to count the quantity of the types of the errors and to know the reason of the errors in student's writings. The concern of this study is to answer the two research questions. By using error analysis, the errors that appear in the data will be analyzed in level of sentence, categorized and described. Next, it provides correction of the errors and the reason of its appearance in students' hortatory expositions.

3.2. Time and Place of The Study

The study will was conducted on/from February 26, 2014 until July 10, 2014. This study will be conducted in SMA N 54 Jakarta in which the eleventh

grader students will be the samples. It is appropriate to use senior high school students' sentences and to know they have already gotten lesson of how to build up sentences in writing skills since junior high school. Moreover, SMA N 54 Jakarta is highly reputed school in Jakarta Timur.

3.3. Data and Data sources

The data of this study is sentences in students' hortatory expositions. The data sources are 42 hortatory expositions of eleventh graders of SMA N 54 Jakarta. The purpose of choosing hortatory exposition is because this type of text has been taught to eleventh graders of senior high school in this semester. Moreover, it has characteristic that require students to make complete sentences. As has been explained in the previous chapter, there are some exceptions in using sentence fragments in text, such as, verbal communication or conversation. There are some English texts that can include sentence fragments as the content, such as, recount text and narrative text. That is why, hortatory text is chosen as the data sources.

The study used random sampling in which the data is taken 2 two times from 21 students from 5 classes of both science and social. The purpose of taking the data 2 times from the same students is to find out whether sentence fragments is mistake or error. Besides Hortatory expositions, this study is supporting by student's test and teacher's interview as the instruments to answer the research questions.

3.4. Data Collection Technique

The data is collected in sequential steps. First, the English teacher of eleventh graders of SMA N 54 Jakarta is contacted to get permission to collect the hortatory expositions' assignment. Then the hortatory expositions of the students are collected and students were given test. Identify the appearance of sentence fragments in sentences of the hortatory expositions.

Next, The five classes of eleventh grade are give a test consisting of 20 statements that is used to see whether the students can realize the errors and correct it by themselves. The Test is consisted of two parts that are identifying in part I and correcting in part II. After the analysis of hortatory expositions and student's test done, the two teachers that teach the participants of the study is being interviewed to find out the weaknessess of the students in writing and to find out the reason they commit sentence fragments. The teachers are given 10 questions in the interview.

3.5. Data Analysis and Data Interpretation

After the data is collected, there are several steps to analyze and interpret:

A. Hortatory Expositions

1. Putting and analyzing each sentence of each text into the table analysis 1 and 2.

Table of Sentence Fragments Analysis in Hortatory Text 1

Student	Sentence	Type of Sentence Fragments				Correction	Note
		Type 1	Type2	Type 3	Type 4		
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							
Student 7, etc.							

Table of Sentence Fragments Analysis in Hortatory Text 2

Student	Sentence	Type of Sentence Fragments				Correction	Note
		Type 1	Type2	Type 3	Type 4		
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							

Student 7,						
etc.						

- Counting the amount of sentence fragments found from table analysis 1 and 2.

Diagram of percentage of Sentence Fragments in Students Hortatory Text 1

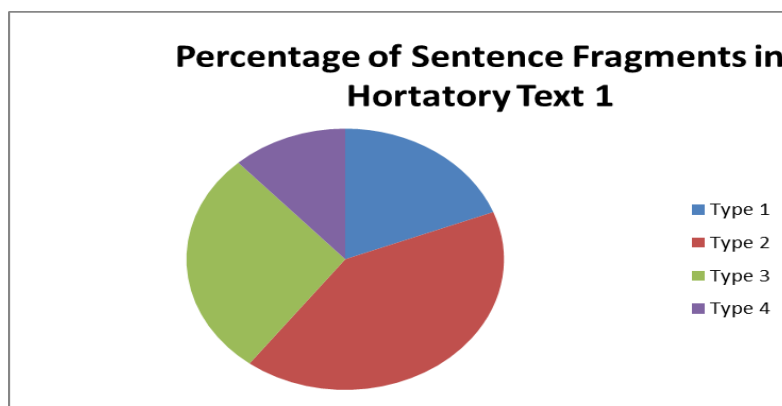
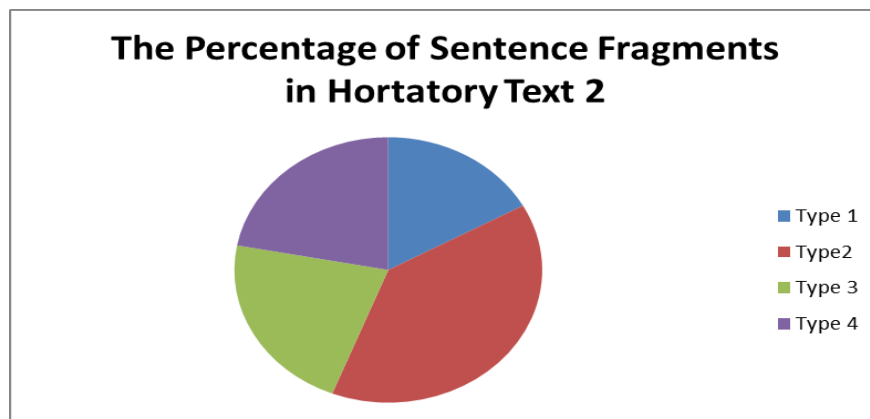


Diagram of percentage of Sentence Fragments in Students Hortatory Text 2

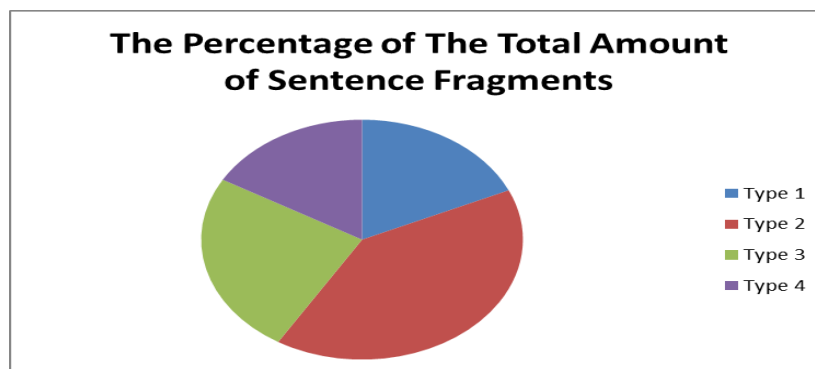


- Analyzing the form of sentence fragments in hortatory exposition 1 and 2.
- Concluding whether sentence fragments is a mistake or an error.
- Finding the most frequent type of sentence fragments.

Table of comparison between Hortatory Text 1 and hortatory text 2

Type of Sentence Fragments	Comparison of Sentence Fragments		Total Amount
	in Hortatory Text 1	in Hortatory Text 2	
Type 1: No subject			
Type 2: No verb			
Type 3: No subject and verb			
Type 4: Dependent Clause			

Diagram of The Total number of Sentence Fragments Type in Students Hortatory exposition



6. Finding the reason sentence fragments occur in students' hortatory expositions. After finding the most frequent type of sentence fragments, it

will be analyzed and interpret the reason the most frequent type of sentence fragments appears.

B. Student's Test

1. The test is analyzed by counting the result of part I and part II separately.

Type of Sentence Fragments	Total number of students fail to identify (Part I)	Total number of students fail to correct (Part II)
Type 1: No subject		
Type 2: No verb		
Type 3: No subject and verb		
Type 4: Dependent Clause		

2. Concluding the most frequent type of sentence fragments that is failed to be identified and to be corrected.

type of sentence Fragments	The Total Number of failure by Students		Total
	Identification (%)	Correction (%)	
Type 1:No subject			
Type 2:No verb			

Type 3:No subject and verb			
Type 4:Dependent clause			

3. Interpreting the reason of students commit with sentence fragments by looking at the part of the failure answer of the students.

C. Teacher's Interview

There are two teachers that being interviewed to find out the reason of students committing sentence fragments. The result of teacher's interview is being classified based on the answer of the teachers that can be the reasons of students committing sentence fragments. Then, the answer of both the teachers is being elaborated.