

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Data Description

In this study, the source of the data is 42 hortatory expositions collected randomly from 5 classes both from science and social classes of eleventh graders SMA N 54 Jakarta. The data of this study are sentences that have sentence fragments written by the students. The hortatory expositions are taken from students' assignment and daily test. The data source is taken from 21 students in which each person wrote 2 hortatory expositions. The data is analyzed into the analysis of hortatory expositions 1 and hortatory expositions 2. Next, it is compared between the result of analysis of hortatory expositions 1 and hortatory expositions 2. In this study, Student's test and interview is used to strengthen the result of hortatory expositions analysis and to answer the second research question.

4.2 Findings

Analyzing 42 hortatory expositions, the writer found the total number of sentence fragments is 130. The most frequent sentence fragments occur in students hortatory expositions is sentence fragments type 2 (no verb) with the total number 52 (40%) and it is followed by sentence fragments type 3 (no subject and verb) with total number 32 (25%), type 1 (no subject) with total number 25 (19%), type 4 (dependent clause) with total number 21 (16%).

4.2.1 The Types of Sentence Fragments in Hortatory expositions (HE) 1

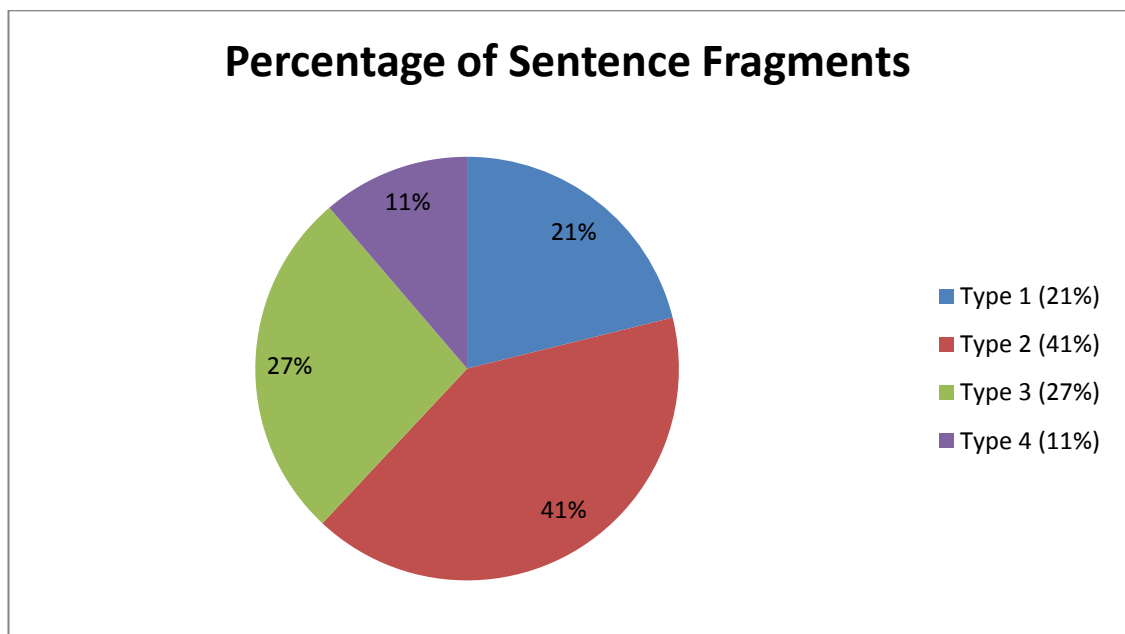
To analyze the first data, it is categorized to four types of sentence fragments that are no subject, no verb, no subject and verb and dependent clause.

Table of analysis of sentence fragments in HE 1

Student	Type of Sentence Fragments				Total Number	Range of The Frequency
	Type 1	Type 2	Type 3	Type 4		
Student 1	1	2	2		5	5%
Student 2				1	1	9%
Student 3		1			1	9%
Student 4	2	4	4		10	5%
Student 5	1	2			3	48%
Student 6		1	2		3	48%
Student 7		1	2		3	48%
Student 8		2		2	4	24%
Student 9	2	1		1	4	24%
Student 10	1	2		1	4	24%
Student 11	1	1	2		4	24%
Student 12		1	1		2	9%
Student 13	1	2			3	48%
Student 14		4			4	24%
Student 15	1	1		1	3	48%

Student 16	1	1		1	3	48%
Student 17	2		1		3	48%
Student 18			2		2	9%
Student 19		1	2		3	48%
Student 20		1	1	1	3	48%
Student 21	2	1			3	48%
Total of Sentence Fragments	15	29	19	8		

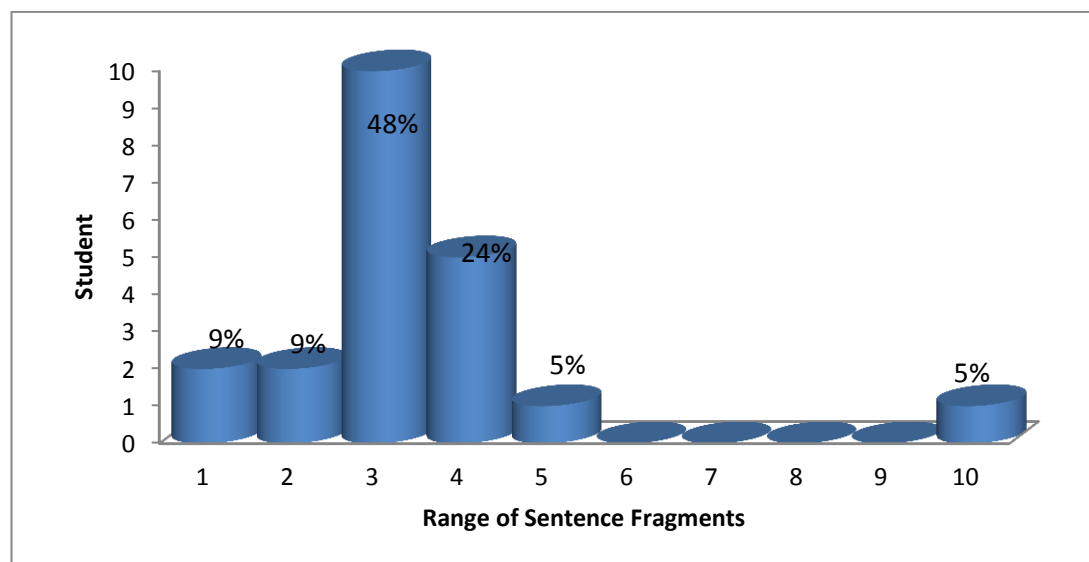
Diagram of percentage of Sentence Fragments in Students Hortatory expositions 1



From the first hortatory expositions made by the 21 students, the four types of sentence fragments appears with the total number is 71 sentence

fragments. The most frequent one is sentence fragments type 2 which is no verb with the total number is 29 (41%). It is followed by sentence fragments type 3 which is no subject and verb with the total number 19 (27%), type 1 which is no subject with the total number is 15(21%), and type 4 which is dependent clause with the total number is 8 (11%).

Diagram of the Range of Sentence Fragments in HE 1 Made by the Students



From analyzing HE 1, it can be seen that each student makes sentence fragments in several range. At least, 9% of the students made 1 sentence fragment mistake. From the diagram above it can be seen that there are 4 or 18% students make 1 until 2 sentence fragment mistakes. Then, 48% of the students make 3 sentence fragments. 24 % of the students make 4 sentence fragments. 10% of the students make 5 until 10 sentence fragments.

4.2.2 The Types of Sentence Fragments in Hortatory expositions (HE) 2

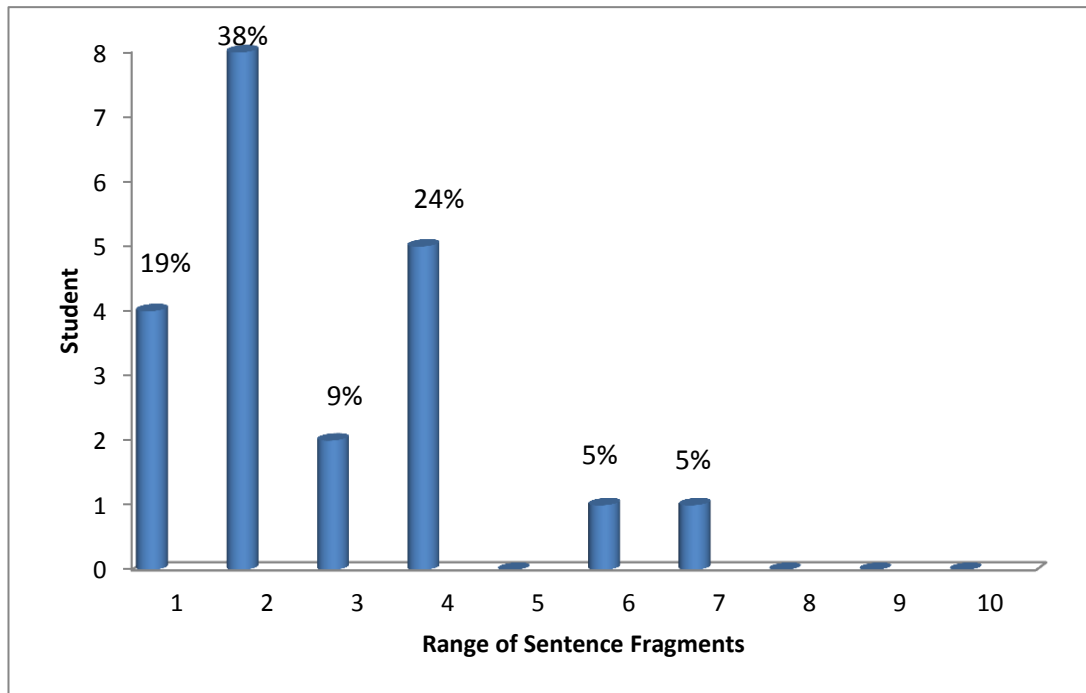
In analyzing the second data, 21 hortatory expositions from the same students are taken. Next, it is analyzed into four categories that are no subject, no verb, no subject and verb, and dependent clause. It is described in diagram of the percentage of each category and the range of each category.

Table of analysis of sentence fragments in hortatory expositions 2

Student	Type of Sentence Fragments				Total Number	Range of Sentence Fragments
	Type 1	Type 2	Type 3	Type 4		
Student 1		1			1	19%
Student 2			1	1	2	38%
Student 3		1	2		3	9%
Student 4		3		1	4	24%
Student 5	3		1		4	24%
Student 6	1				1	19%
Student 7	1	2	1		4	24%
Student 8		1	1		2	38%
Student 9	1	1	1		3	9%
Student 10	1	3	1	1	6	5%
Student 11		3	1		4	24%
Student 12			1		1	19%
Student 13			1	1	2	38%

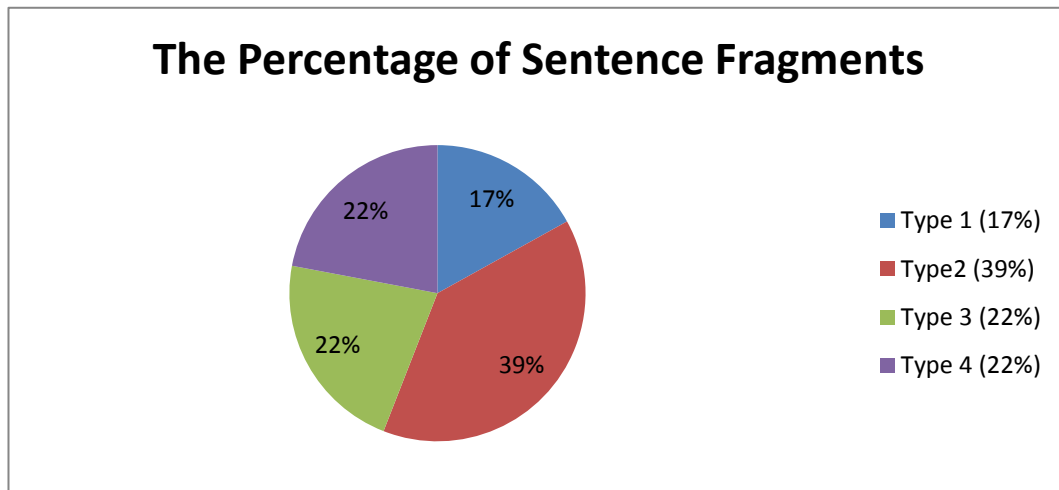
Student 14		2			2	38%
Student 15	1	2		4	7	5%
Student 16				2	2	38%
Student 17		1	1		2	38%
Student 18	1			1	2	38%
Student 19		1		1	2	38%
Student 20	1	1	1	1	4	24%
Student 21		1			1	19%
Total of Sentence Fragments	10	23	13	13	59	

From the second hortatory expositions made by the 21 students, the four types of sentence fragments appear with the total number is 59 sentence fragments. The most frequent one is sentence fragment type 2 which is *no verb* with the total number 23 (39%). It is followed by sentence fragment type 3 which is *no subject and verb* with the total number 13 (22%), type 4 which is *dependent clause* with the total number 13 (22%) and type 1 which is *no subject* with the total number is 10 (17%).

Diagram of The Range of Sentence Fragments in HE 1 Made by the Students

From the Diagram above, it can be seen that 19 % of the students make 1 sentence fragments. 38% of the students make 2 sentence fragments which is the biggest percentage. 9% of the students make 3 sentence fragments. 24% of the students make 4 sentence fragments. 10 % of the students make sentence fragments in a range from 6 to 7 which is the smallest percentage.

Diagram of percentage of Sentence Fragments in Students Hortatory expositions **2**



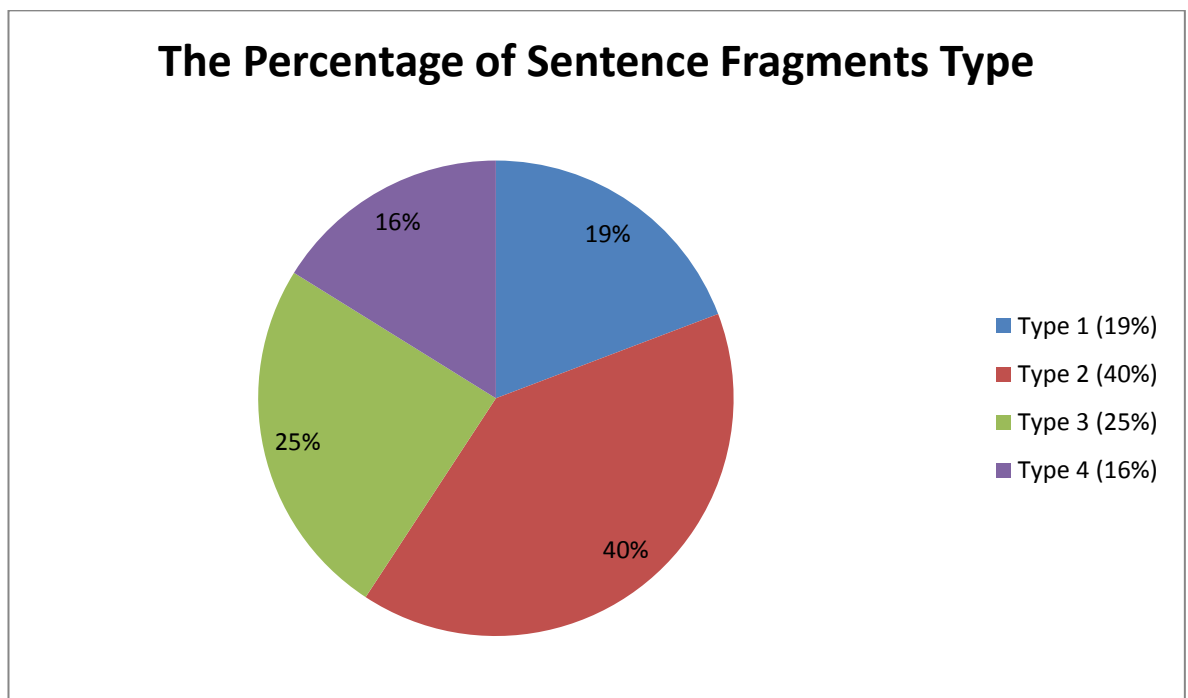
4.2.3 Sentence Fragment in Hortatory expositions 1 and Hortatory expositions 2

Table of Sentence fragments in Hortatory expositions 1 and hortatory expositions 2

Type of Sentence Fragments	Comparison of Sentence Fragments		Total Number
	in Hortatory expositions 1	in Hortatory expositions 2	
Type 1:No subject	15	10	25
Type 2:No verb	29	23	52
Type 3: No subject and verb	19	13	32
Type 4:Dependent clause	8	13	21
			130

Diagram of The Total number of Sentence Fragments Type in Students

Hortatory expositions



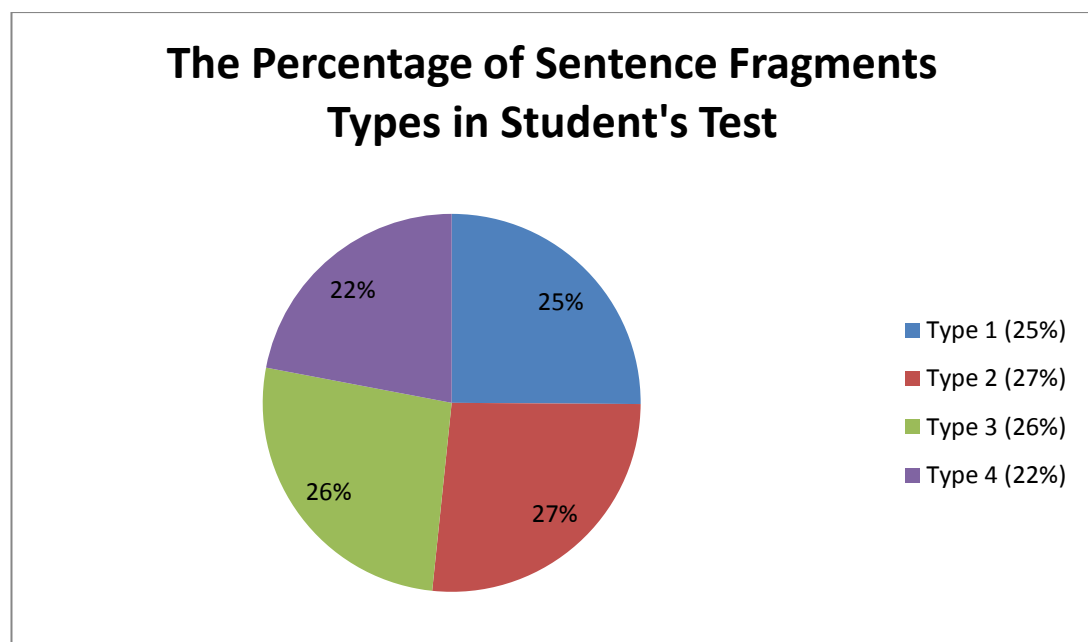
The most frequent sentence fragments occur in students hortatory expositions is Sentence Fragments type 2 (no verb) with the total number 52 (40%) and it is followed by sentence fragments type 3 (no subject and verb) with total number 32 (25%), type 1 (no subject) with total number 25 (19%), type 4 (dependent clause) with total number 21 (16%).

4.2.4 The analysis of Student Test Sheets

Table analysis of Students Test

There are 175 Test sheets that is spread to 5 classes. Each class consists of 35 students. The total number of test sheets that can be analyzed is 87.

type of sentence Fragments	The Total Number of failure by Students		Total
	Identification (%)	Correction (%)	
Type 1:No subject	74 (25%)	48 (25%)	122
Type 2:No verb	77 (26%)	52 (27%)	129
Type 3:No subject and verb	68 (23%)	60 (32%)	128
Type 4:Dependent clause	76 (26%)	31 (16%)	107



The test sheet is divided into two parts. The total number number of test is 20. In spreading the test, the students had been explained how to answer the test. In part one, students is explained that there are 12 statements that belong as sentences. Next, students are asked to choose whether the sentence is right or

false. In part two, students are explained that the eight statements are incomplete sentences. So, the students have to complete the sentences. To make students more understand, sentence structure is explained that is sentence is consists of at least a subject and a verb. So, students are asked to see whether the sentences lack of subject or verb or both of them.

Part I consists of 12 statements. 3 statements represents one type of sentence fragments. In this part, students are asked to choose whether each statement is right or false. The purpose of part I is to see whether students can identify the statements as sentence or not.

Part 2 consists of 8 incomplete sentences. 2 statements represent one type of sentence fragments. In this part, students are asked to correct the sentence. The purpose of this part is to see whether students able to correct the incomplete sentences.

The result of the test is that sentence fragments type 2- that is no verb is the most difficult one with total number of incorrect answer 129. The test on sentence fragment type 2 shows most of the students failed to identify and correct it. Then, it is followed with sentence fragments type 3, type 1 and type 4. In part I, most of students failed to realize that sentence fragments type 2 (no verb). From this result, it can be concluded that students do not understand well about verb especially the use of verb in sentence which can be related to students understanding of part of part of speech and students' lack of vocabulary.

In part II, most of students failed to complete sentence fragments type 3 that is *no subject and verb*. In this type, students are given incomplete sentences in

a form of phrases that are punctuated as sentences. Some of the students let them blank, some just repeat the incomplete sentences as their answer and some of them failed to correct it. It is because completing sentences that only consists of phrase is confusing.

It can be concluded that most of the students created sentence fragments. They still do not understand how to build sentences. It is still confusing for them to use verb correctly in sentence.

4.2.5 The Results of The Interview

There are 10 questions that are asked to 2 teachers of eleventh graders. The questions are focused to find out the reason sentence fragments appear in students hortatory expositions. Furthermore, the questions focus to answer student responses towards writing hortatory exposition and their grammar skills especially in constructing sentences.

Question 1 and 2 focuses on students respond towards writing lesson and writing hortatory expositions. From the interview, both of the teachers agree that the students do not like writing lesson. They tend to be lazy when it comes to writing activities. Furthermore, their respond towards writing hortatory exposition is similar. Because of the students do not like writing activities, they tend to not really participate and finish the task soon.

Question 3 and 10 is used to find out whether the teachers giving grammar lesson especially how to construct sentences before students start to write hortatory exposition text. From the interview, it is found that the teachers do

not give a full material of grammar, such as part of speech and types of sentences. They just review the use of tenses in hortatory exposition. Moreover, both of the teachers did not teach how to construct sentences. It is because the material is not included in SK KD. Moreover, the teachers expect students have mastered the material and they can learn it in courses or other places. Teacher did not teach grammar often because of the limitation of time.

Question 4 and 5 is about difficulties that students face in writing hortatory expositions especially in constructing sentences. From the interview section, it is found that some of the students face difficulties in developing their main ideas, vocabulary and the use of tenses. Both of the students agreed that their students still face difficulties in constructing sentence, such as, how to put an appropriate verb. Some of them are also still lack in part of speech.

Questions 6 until 9 focuses on students constructing sentences. From the interview, it is found that students still made mistakes in constructing sentences. One of the teachers explains some of students still make sentences that only contains of subject and object, verb without subject, even in a form of phrase. Another teacher said that her students keep repeating to use same adverbs into complex sentences and it causes the sentences is confusing. From the result of analysis, it is found that the students are still lack in constructing sentences. Based on this statement, both of the teachers agreed that some of the students are still lack in constructing sentences. It is because the students do not aware about grammar that much. Moreover, they are still lack of vocabulary. From the teacher's side, grammar materials such as how to construct sentences is not

included in *SK KD in Standar Isi*. That is why they did not give the materials to students. But, both of the teachers explain they always give feedback whether in a form of written or immediately correct it in class about every mistake that student made.

4.3. Discussion

In conducting this study, the hortatory expositions of the students that is taken two times are collected. To strengthen the result of the study that is used to answer the research questions, student test and interview of teacher are used. Moreover, the test and the interview is used to help answering the reason students committed sentence fragments especially with the most sentence fragments in their writings.

4.3.1 Discussion on Result of Analyzing Hortatory expositions 1 and 2

After analyzing students first task and second task of writing hortatory exposition, the four type of sentence fragments are found in a range from 1 to 10 which means that sentence fragments is not mistake but error. Furthermore, the range of the errors show that sentence fragments is an emerge case. This is because students have been given grammar especially how to construct sentences, the types of sentences, and any knowledge that is related to constructing sentences since they are in junior high school level. That is why, they are expected to master how to construct sentences in senior high school. However, the study shows that

they are still cannot constructing sentences which means this emerge condition need attention from teacher or instructor and need to be fixed.

4.3.1.1 Sentence Fragments Type 1: No Subject

In analyzing hortatory expositions 1, there are 15 sentence fragments without subject. A sentence is a group of words that at least consists of subject and verb that begins with a capital letter and end with a full stop. In some texts, there are sentence fragments that have no subject and start with coordinator, for examples:

Student	Sentence Fragments	Correction
Student 1	So can give negative benefits for children.	<i>So, it can give negative benefits for children.</i>
Student 16	So, can reduce violence among teens.	<i>So, it can reduce violence among teens.</i>

The missing subjects in these two examples can confuse readers because the subject is not clear. That is why, to make these sentence fragments become sentences, it has to be given a subject.

In another text of the student, there is sentence fragments without a subject that begin with preposition, such as:

Student	Sentence Fragments	Correction
Student 10	<i>In the context of wider, can also mean election process to fill.</i>	<i>In the context of wider, it can also mean election process to fill.</i>

Although this sentence starts with a preposition, it does not mean that the preposition is the subject. It is because the function of the verb does not related to the preposition. This error appears because student think that the preposition as the subject of the sentence. It needs subject *it* to complete the sentence.

Third, there is sentence fragments that start with verb, such as:

Student	Sentence Fragments	Correction
Student 11	<i>Second, Every single rider have to wear visible clothes. Wear the bright colors such as white and yellow.</i>	<i>They wear the bright colors such as white and yellow.</i>

As has been mentioned above that a sentence at least consists of subject and verb. The sentence fragments above seems like command. But, based on the context, the sentence is categorized as sentence fragments without subject. That is why, this sentence have to be corrected as the context by adding subject *they*.

Fourth, there is sentence fragments that start with to be:

Student	Sentence Fragments	Correction
Student 13	<i>Have a brilliant idea to gather of a culture of Indonesian and modern.</i>	<i>They have a brilliant idea to gather of a culture of Indonesian and modern.</i>

However, to make this sentence fragments become sentence that has a clear meaning, it must be added subject *they* as in the context of the writing.

In the analysis of hortatory expositions 2, there are 10 sentence fragments are found. The types of how the sentences missed the subject are similar with the sentence fragments type 1 in the data analysis 1. But, there is sentence fragments that starts with a wrong subject:

Student	Sentence Fragments	Correction
Student 5	<i>The are tradition markets and modern malls scattered everywhere and easy to find.</i>	<i>There are tradition markets and modern malls scattered everywhere and easy to find.</i>

This error appears because of students lack of vocabulary or it is because the student does not recheck his or her writing. This error has to be added an appropriate subject as in the context.

4.3.1.2 Sentence Fragments Type 2: No Verb

The total number of sentence fragments type 2 in data analysis 1 and 2 is 52 (40%). It is the most frequent sentence fragments that appear in students writing. A sentence can be sentence fragments with no verb because its lack of verb:

Student	Sentence Fragments	Correction
Student 3	<i>The selection ranging from president, representatives of the people, at various levels of government.</i>	<i>The selection is ranging from president, representatives of the people, at various levels of government.</i>

The example above shows that students still lack of applying an appropriate form of verb in sentence. To make the sentence fragments become a sentence, it should be added to be *is + v-ing*.

Second, it appears because there is no verb in the simple sentence, for example:

Student	Sentence Fragments	Correction
Student 7	<i>The quality of goods not in acceptance with which we hope.</i>	<i>The quality of goods is not in acceptance with which we hope.</i>

This example shows that students did not put any verb otherwise the word “not”. This student make the sentence by translate it from Indonesian to

English which is in Indonesian the sentence fragments mean “ kualitas barang tidak sesuai dengan yang diharapkan”. The student expect that the word “tidak” in Indonesian that is translated to be the word “not” in English have same meaning. In English, a sentence has to put verb in it that can be help by to be (is, am, are, was, and were). So that, the sentence have to be corrected by adding to be *is*.

Third, there is complex sentence in which the main clause does not have a verb, that is:

Student	Sentence Fragments	Correction
Student 8	<i>The factors that affects children can be creative person if they watch a programs that have a creativity in there.</i>	<i>The factors that affects children can be creative person is by letting them to watch programs that have creativity in there.</i>

This type of sentence fragments appears because the student seems confused to arrange a complex sentence. They only tried to translate their thought from Indonesian to English in direct without well- understanding of how to make complex sentences. This sentence has to be corrected by adding verb *is*.

4.3.1.3 Sentence Fragments Type 3: No Subject and Verb

In table analysis of hortatory expositions 1 and 2 of the students, there are 32 sentence fragments without subject and verb are found. The example is:

Student	Sentence Fragments	Correction
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Student 17	<i>Too many negative effects of smoking.</i>	<i>There are many negative effects of smoking.</i>
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This sentence does not have both subject and verb. This error appear because the students want to give deep effect or stress on the meaning of the sentence. Many experienced writer done the similar thing to give a certain effect in their writings. But, it is inappropriate since students are still in a process of learning and hortatory expositions is a type of text that commonly used a formal language by using complete sentences to serve the arguments. To correct this sentence fragments, it is added subject *there* + to be *are*.

4.3.1.4 Sentence Fragments Type 4: Dependent Clause

Based on the analysis of hortatory expositions 1 and 2 of the students, there are 21 sentence fragments appear in students writing, for example:

Student	Sentence Fragments	Correction
Student 9	<i>Anyway, you can get online and find nearly anything you need or want. Even food or technical equipment what you don't get in Germany.</i>	<i>Anyway, you can get online and find nearly anything you need or want even food or technical equipment what you don't get in Germany.</i>

The sentence fragments appear because the student do not know where to put an end of each sentence. Some sentence cannot be separated because the meaning can be separated too which makes the sentence does not have a full meaning. That is why, the sentence is corrected by joining the sentence fragments to the previous dependent clause.

4.3.2 Discussion on Data Analysis, Student's Test and Interview

The first research question "What is the most frequent type of sentence fragments found in students' hortatory exposition?" can be answered by looking at the result of data analysis of hortatory expositions 1 and 2. The analysis shows that the most frequent sentence fragments that appear in students writings is type 2 which is sentence fragments without verb with the total number is 52 (40%). It is followed by sentence fragments type 3 (no subject and verb) with total number 32 (25%), type 1 (no subject) with total number 25 (19%), type 4 (dependent clause) with total number 21 (16%). This result of analysis is supported by the result of student's test in which most of students failed to identify and correct sentence fragments type 2 (no verb).

The next research question "Why sentence fragments occur in students' hortatory exposition?" can be answered by looking at the findings in data analysis, student's test, and interview. The findings show students committed sentence fragments because of some reason. First, the students are still lack of vocabulary. They applied a wrong subject or verb which makes the meaning unclear e.g. ***The** are tradition markets and modern malls scattered everywhere*

and easy to find. Second, the students seem to do not understand well about part of speech (noun, verb, adjective, adverb) and its functions in sentences. For example, this error appears because some student think preposition as the subject of the sentence *e.g. In the context of wider, can also mean election process to fill*. However, it cannot stand as a subject of the sentence because it functions as adverb in sentence. James (1998) stated that error can appear because of intralanguage factors in which students still lack of competence of the target language. On another word, the reason of students committed sentence fragments is because of intralanguage factor that is lack of competence of English

Third, students are still lack of putting a right form of verb in sentence. Moreover, how to apply “verb-ing” and its functions in sentences *e.g. The selection **ranging** from president, representatives of the people, at various levels of government*. This example shows that students did not know that if the verb-ing is functioned as verb, it must be added to be (is, am, are, was, were). In this case, to be “is” is added and becomes “is ranging”. It can be concluded that students does not understand well about part of speech especially verb and how to put the right form of verb in sentence. Gerber (1967) stated that one of the reason of sentence fragments is confusion of verbal with finite verb. It can be concluded that students are still confuse in putting a right form of verb.

Fourth, student tried to translate his or her thought directly from Indonesian to English *e.g. The quality of goods not in acceptance with which we hope*. Errors appear because of interlanguage factor in which there are differences of items or structures between first language and the target language (James,

1998). It can be concluded that students made sentence fragments because of interlanguage factor in which they directly translate the Indonesian form into English. Last, the errors appear because the students does not recheck their writings after they came up with their first draft.

Fifth, students are not given grammar especially lesson of how to construct sentences, types of sentences and any sub skills that is related to constructing sentences. It is related to the cause of errors that is induced factor in which factors around the students influence them in learning the target language, such as, teacher, textbook, and exercise (James, 1998). It can be concluded, the reason of students committed sentence fragments is because of induced factor in which students are not given sub skills of writing hortatory exposition, such as, how to construct any types of sentences.