

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The eleventh graders has been taught hortatory exposition that is a type of text that makes the students have to write their thoughts in a formal way and using complete sentences to build up the paragraphs composing hortatory exposition is not an easy task. Students can make mistakes and even errors in a process of learning second language. Based on the analysis, sentence fragments is an error that appear in students' hortatory exposition. Therefore, this study attempts to analyze the types of sentence fragments that occur in students hortatory texts and to find out why students made the error.

Analyzing 21 students by taken their hortatory expositions in two times with the total number is 42 texts, there are two major findings of the study. First, there are 130 sentence fragments found in the 42 hortatory expositions of eleventh graders of SMA N 54 Jakarta. The four type of sentence fragment are found in the texts. The type of sentence fragments that mostly occur in the texts is Sentence fragments type 2 which is no 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%). The result of Students Test shows that most students failed to identify and correct sentence fragments type 2 (no verb). So that, it can be concluded that the result of text analysis is the same with the result

of students test. Therefore, we could assume that students have problems in sentence fragments type 2. A sentence is classified as a sentence fragments type two if it is lack of verb which means it does not have verb or it includes a wrong form of verb, *e.g. I feeling blue*. The word “feeling” is from word “feel” + suffix –ing. Students can be misunderstood by thinking the word as verb and applying the word as verb of the sentence. But, the word “feeling” is actually does not function as verb because it missed of to be (is, am, are).

From the data analysis, the student’s test and the interview, the reason students failed in constructing sentences and make sentence fragments is because of some reason. First, intralanguage factors that are students are still lack of vocabulary and they are still lack of part of speech, especially lack of verb and adjective. Second, students are still confuse in putting a right form of verb in sentence. Third, interlanguage factor in which student failed because they translate their thought directly from Indonesian from to English. Fourth, induced factor in which students are not given grammar especially lesson of how to construct sentences. In addition, the teachers did not teach grammar so regularly especially about constructing sentences because it is not included in *Silabus Bahasa Inggris Kelas XI*.

5.2 Suggestion

The findings show that in the hortatory expositions of eleventh graders of SMA N 54 Jakarta, sentence fragments as an error in writing are still found. So that, it is recommended to give students more lesson of grammar, such as, how to

construct sentences, such as, simple sentences, compound sentences and complex sentences. Moreover, they have to be given part of speech materials to make them better in vocabulary and understand its use in the sentence. Next, it would be better if every English lesson, students have to bring dictionary to improve their lack of vocabulary and improve the use of part of speech.