

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is our primary source of communication to share our ideas and thoughts with others. Language is an aspect of human behaviour. It is the key aspect of human intelligence and people use it to convey the message one each other. People believe that language is the way to introduce their social identity to the other. In the world, there are thousands of languages. One of them is English.

English is the of international language used by many people in the world. Nowadays, English becomes more important as a means of communication. Students have been introduced to English language in the earlier stages because it is considered as an important language in society as a part of knowledge and skills that can help in attaining of satisfactory professional life later on. Realizing the importance of English, Indonesia as one of developing country puts English as the compulsory subject matter in its education curriculum.

Based on real situation, learning English is not easy for Indonesian students, for they expected to be able to master four language skills, they are listening, speaking, reading and writing. For all the language skills, writing seems to be less considered by the students as it a very complicated language skill which requires high ability to express ideas, thoughts, feeling and to produce good written text. It has many rules in every single word that would be written.

There are many genres when we study about writing. Some of them are description, narration, procedure, explanation, discussion, exposition, news item, report, anecdote and review. In this research, the writer chooses the genre of writing about the narrative. Narrative is a text with complication or problematic events and it tries to find the resolutions to solve

problems. Here, the narrative text is not only a text learned at school but also the one found in the daily life. Students can find the narrative text in newspaper, magazine and the other books story. The purpose of narrative text is to amuse or to entertain the reader with a story.

The writer chooses narrative text because the writer found many student got difficulties in writing the correct sentence. Some of students dependencies towards translation machine, copy-pasting habit from internet sources, vocabularies as well as grammatical problems are among issues that students encounter in their writing class.

In this research, the writer carries out the research focusing on fragment. Sentence fragment usual called as incomplete sentence that look like a sentences, but are not. This is the problem that the students encounter in sentence level. Fragment is associated with the wrong placement of subject and verb in a sentence. The understanding of subject and verb placement is the basic linguistic competence that students need to have in order to be able to produce English writing. The students usual did it when they write a narrative text. One example of the sentence fragment that written by the student is “Bowo playing in the fields”. The types of sentence fragment here is a fragment results when all or part of the verb is omitted. Actually it must be adding by a verb become “Bowo loved playing in the fields”. By adding “loved” in the sentence fragment above, it become a complete sentence because include both a subject and verb. The second example that written by the student is “One day i had good friends. Breve, Mhd. Farhan Kamal, Daffa, and M Fajar Rafiqi. In this fragment, the Subject And Complete Verb Are Omitted. To be complete sentence must be adding the subject and verb. The correct sentence must be as follow: “One day i had good friends, they were Breve, Mhd. Farhan Kamal, Daffa, and M Fajar Rafiqi.

Started by the writer observation in teaching practice, the writer wants to conduct a research entitled “ An Analysis of Sentence Fragment In Writing Narrative Text In Eleventh Grade of Senior High School”

1.2 The Problems of the Study

Based on the description of the background above, the problems can formulated as:

1. What types of sentence fragment are written by the students in Eleventh Grade of Senior High School?
2. What dominant types of sentence fragment are written by the students in Eleventh Grade of Senior High School?

1.3 The Objectives of the Study

This research is aimed:

1. To figure out the types of sentence fragment are written by the students in Eleventh Grade of Senior High School.
2. To figure out the dominant types of sentence fragment are written by the students in writing narrative text in Eleventh Grade of Senior High School.

1.4 The Scope of the Study

According to Fine (in Ibrahim Bashir et al 2016:994) sentence fragment appears under four different types. They are a fragment results when the subject is omitted, a fragment results when all or part of the verb is omitted, a fragment results when the subject and complete verb are omitted, and a fragment occurs when a dependent clause is capitalized and punctuated as a sentence. There are many kinds of genre in English study in writing such as Description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote and review. In this research, the writer chooses narrative text. The scope of the study is limited on

The Analysis Of Sentence Fragment In Writing Narrative Text In Eleventh Grade of Senior High School.

1.5 The Significances of the Study

The result of this study is expected to be useful and relevant theoretically and practically.

1. Theoretically

This research hopefully can give more understanding to the reader. Sentence fragment usual called as incomplete sentence that look like a sentences, but are not. In this research, there are four types of sentence fragment. Moreover, the reader can get furthermore about the sentence fragment. It is also these theories can help the reader to identify the types of sentence fragment

2. Pratically

(1) For futhermore writer.

Hopefully the writer gives information and knowledge about the sentence fragment for every reader.

(2) English Teacher

The result of this research to know the weakness of students in writing narrative text and to find the solution of their problem in wrting narrative text.

(3) For students

This study help the students to avoid sentence fragment when they write narrative text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In order to avoid misunderstanding between the writer and the reader, it is considered necessary to clarify the terms used in this study.

2.2 Writing

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Writing can be defined in various ways. There are some definitions of writing proposed by experts.

Ken Hyland (2009:26) stated that writing is a social act that can occur within particular situation. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have developed interesting accounts of local writing contexts. These descriptions give significant attention to the experiences of writers and to their understanding of the demands of the immediate context as they write.

Harmer (2004:31-33) states that writing has always formed part of syllabus in the teaching of English. The importance given to writing differs from teaching situation. Writing is frequently useful as preparation for some other activity in particular when students write when students sentence as a preamble to discussion activities.

Graham (2010:4) states that writing has the theoretical potential for enhancing reading in three ways: First, reading and writing are both functional activities that can be combined to accomplish specific goals, such as learning new ideas presented in a text. For instance, writing about information in a science text should facilitate comprehension and learning, as it provides the reader with a means for recording, connecting, analyzing, personalizing and manipulating key ideas from the text. Second, reading and writing are connected, as they draw upon common knowledge and cognitive processes.

Based on the definition above, it can be stated that writing is a process activity to write something, develop the ideas in mind into sentences, paragraphs well based on the patterns.

Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing.

2.2.1 Functional Writing

According to Andrew (2008:204-206) The writing prompts below can be used to create more authentic writing experiences. Keep in mind that a writing prompt is only a temporary device. Ultimately, you want students to be able to choose their own writing topics. And functional writing the type of writing done for everyday, sorts of tasks can be used design authentic writing activities. Six functional writing task are described below:

1. Letters to parents, grandparents, or other relatives: have students write simple, short simple, short telling about something at school, a tutoring session or something else going on in students' lives. Relatives love getting cards.
2. Cards for holidays or special occasions: Students can make simple holiday cards or getting cards. The easiest way is to cut a 6x11 paper in half and then fold it. You could also make up holidays or special occasions such as "Happy Haircut" or " Happy New Shoes." Have students illustrate or decorate their cards as well. The students can write what they want to say about their holidays and their special occasion in cards.
3. Rules : Students create and write a set of rules for reading class (three to five) to be posted. Rules may include such things as: try your best, find books that you like, always bring your notebook and so on.
4. Lists or things to remember: Students create lists of things or important events they need to remember. This could be used to remember things scheduled for that day. A planner or calendar could also be used to remember things more long term.

5. Reading lists: in a portfolio, journal, or on a poster, students keep a list of books (and other things) they have read.
6. Journals: Using journals or literature logs can be used to record students' reactions to what they are reading or for any of the aesthetic response questions and activities described.

Based on the explain above it can be concluded that functional writing is the practice of expressing specific information such as how to make or do something, giving advice, inviting someone to something or telling what happened in a specific situation. Functional writing often turns a complex subject into something that is more understandable to the reader. Teachers can help students master this type of writing by assigning various functional writing activities.

2.2.2 The Process of Writing

In producing a good written text, a writer has to exceed several stages. Those stages can be referred to the process writing. Harmer (2004:4) states that the writing process involves four stages: First, the writer plans what they are going to write. Second, the writer organizes and develops a sustained piece of writing. Third, the writer reads and reflects what he wrote, seeing problem with initial thoughts and refining them into more complete thoughts. Fourth, the writer produces a finished version of his work.

According to Juli and Outey (2006:4-8), there are five of the writing process, they are:

1. Prewriting : This involves providing experiences and comprehensible input that help students to build background. Encouraging kids to draw on their prior knowledge and schema by making connections between what they already know and what they are learning helps them develop as

proficient writers. Through brainstorming and the use of graphic organizers, English Language Learners learn to organize their writing by discussing and visualizing before they start.

2. Drafting : This offers students the opportunity to get their ideas down. It may be in writer's notebook, on separate sheets of paper or on the computer. Students who struggle with handwriting often prefer to use a computer for the first paragraph. This eliminates the frustration they feel as writers and make it easier for reader to make sense of their work. When they are writing a draft, we ask writers to say the word they want to spell aloud slowly and listen to we ask writers to say the word they want to spell aloud slowly and listen to the sound they hear. Then we ask them to write down what they hear and move on with their writing. During editing, special attention will be paid to correct spelling.
3. Revising: we use small group lessons as an opportunity to teach writers about revision and how to use the Revision Checklist we created. To help our writers, we require that the first step of Revision be rereading. We encourage them to reread their writing aloud to a revision partner or a small group and listen to the words they wrote as they read. Then we ask that the partner reread the piece to the writer so that they can listen again. We encourage writers to choose their own partners for revision tasks and to pick someone with whom they are comfortable working. This creates a low-anxiety, risk-free environment and motivates writers to revise.
4. Editing: We use small groups to teach our writers how to use the Editing checklist and incorporate what they are learning about grammar and conventions into their editing. It begins by giving student a copy of the list to staple into their writing folders for easy reference. We got through the entire list, one item at a time, thinking aloud as we work. In this way, every student understands how to use the checklist and is accountable for editing their writing as well as that of

their peers. They are expected to have worked through this checklist with a partner before asking the teacher for help.

5. Publishing : Publishing offers writers opportunities to take their writing out into the world. Taking advantages of class and school wide anthologies and literary magazines to collect student writing make it available to readers in class and school libraries. When kids take their writing, such as picture books, to younger student's classes to share, they get a response from others. Not all pieces of writing get published..writing folders give kids a place to collect the pieces that they choose not to publish. Periodically, they can go back through the writing there to see If there are pieces they want to revise or rework.

Based on the steps explained by some experts above, it can be reaffirmed that the process of writing includes; 1) prepare to write and to collect the thoughts and ideas, 2) developing ideas, 3) writing the rough draft, 4) editing and revising, 5) publishing the final result

2.2.3 The Aspect of Writing

Writing involves many different aspects. According to Gower (1995:113), the aspects of writing are as follows :

1. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

2. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors spelling are often found.

3. Punctuation

A certain mark to clarify meaning by grouping grammatical units the written material

4. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order

5. Organizing a text and paragraphing

It involves dividing the information into paragraphs, starting a new paragraph, and ordering the paragraphs to present a logical.

6. Text cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

7. Register/ Style

Using language (structures and vocabulary) appropriate to the formality and style of the text.

Meanwhile, Brown (2001:357) states that there are many constituent parts that should be considered by students in writing. There are at least six aspects of writing:

1. Content : related to the ideas, the development of ideas through personal experience, illustrations, facts and opinions.
2. Organization: deals with effectiveness of introduction, logical sequence of ideas, conclusion and the length of the writing.
3. Discourse : consist of topic sentences, paragraph unity transitions and structure.
4. Syntax: related to the sentence structure or word order.
5. Vocabulary : refers to the word choice or diction in writing.
6. Mechanics : contain spelling, punctuation, effectiveness and appearance.

In short, writing comprises five important elements namely content, organization, vocabulary, language use and mechanics. However, the can be simplified into three aspects namely ideas, grammatical features and organization. For the statement above, we can conclude

that students can improve their writing skill by having good understanding those aspects. Because those aspects are the prior knowledge for beginning to write.

2.3 Genre

According to Peter and Megan (2005:17-21) “ The aim of genre, text and grammar approach, then is to provide students with the ability to use the codes of writing effectively and efficiently. Without these codes of process of writing can be a frustrating and unproductive process. There are four definition of genre. First, genre is an organizing concept for our cultural practice; second, any field of parameters; third, genre is a place occasion, function, behavior and interactional structures it is very rarely useful to think of it as a kind of text; fourth, cultural competence involves knowing the appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involved in any such shift.”

Ken Hyland(2009:15) stated that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily.

According to Pardiyono (2007:2), *genre dapat didefenisikan sebagai jenis teks yang berfungsi sebagai pola rujukan sehingga suatu teks dapat di buat dengan efektif, efektif dari sisi*

ketepatan tujuan, pemilihan dan penyusunan teks, serta ketepatan dalam penggunaan tata bahasa (Genre can be defined as text type that has a function as frame of references, so that a text can make effectively, effective from the purpose, text elements and the grammar).

Based on explanation of some experts above, it can concluded that genre is a unity of some text in a term, where every genre has special characteristic which is different from others. A text can be built effectively, it helps people to recognize, understand and organize texts because it has a function or reference as a frame or concept.

2.3.1 Kinds of Genre

Writing is process of transforming thought and ideas into written form. Pardiyono (2007:2) described that there are eleven types of writing, namely descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, report, anecdote, review.

1. Descriptive

Descriptive adalah teks yang menjelaskan atau menggambarkan suatu benda, orang, tempat (descriptive is a text to describe a particular person, place or thing)

2. Recount

Recount adalah suatu teks yang menceritakan kembali pengalaman dimasa lampau (Recount is a text an experience that is happened in the past)

3. Narrative

Narrative adalah teks yang menceritakan suatu peristiwa sehingga pembaca seolah-olah mengalami kejadian tersebut (Narration is a text to tell an even where the readers are pretending in the story)

4. Procedure

Procedure adalah suatu teks yang menjelaskan bagaimana sesuatu dilakukan atau dicapai melalui urutan atau langkah-langkah (Procedure is a text that is designed to tell how something is achieved through a sequence of actions or steps)

5. Explanation

Explanation adalah sebuah teks yang berisi tentang prose-proses yang berhubungan dengan fenomena alam, social, ilmu pengetahuan dan lainnya

(Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena)

6. Discussion

Discussion adalah tulisan yang memaparkan sebuah masalah yang di diskusikan dari sudut pandang yang berbeda (Discussion is a text which present a problematic discourse and this problem will be discussed from different viewpoints).

7. Exposition

Exposition adalah teks yang menyampaikan sebuah pendapat (Exposition is a text to argue for a against a social issue)

8. News Item

News item adalah suatu teks yang menginformasikan pembaca tentang peristiwa yang layak diberitakan atau penting (News item is a text that informs the readers about newsworthy or important events of the day)

9. Report

Report teks adalah teks yang mengumumkan hasil penyelidikan atau mengumumkan suatu informasi (Report is a text to share with others an account of an usual or amusing incident)

10. Anecdote

Anecdote adalah sebuah teks yang menceritakan kejadian yang tidak lazim untuk menghibur pembaca atau pendengar (Anecdote is a text to share with others an account of an unusual or amusing incident)

11. Review

Review adalah teks yang melakukan kritik terhadap kelebihan dan kekurangan yang dimiliki karya untuk pembaca atau pendengar (Review is a text to critique an art work or event for a public audiences)

2.4 Narrative Text

Narrative text is a text that should be mastered by senior high school students. Narrative story is a text that tells a story, the story may be true as in the writing of history, autobiography, news report, and may also be fictional as in a short story or novel. here are some of things that the students must know in learning narrative text. They are the structure of the text, plot of the story-when crisis arises and what the resolution is. In teaching narrative text, the teacher must be focus on how to develop the text becoming a good sequently story.

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest. There are some definition of narrative according to some experts.

Anderson (2003:3) narrative text type tells a story to entertain the audience and makes the audience think about an issue. In other words, it can be said that a narrative text is retelling story that is told by the one or other person's point of view. There are examples of narrative text which includes, romance novels, myths, science, fairytales, and fiction. Narrative text are divided into two categories, they are literary and factual. According to Knapp and Watkins (2005:220) stated that narrative text is a powerful medium for changing social opinions and attitudes. Other opinion about definition of narrative text is said by Kane (2000: 366) said that narrative is presenting the events which is truthful that some accident happened.

Meanwhile, Anderson (1997:8) show the steps for constructing narrative text. They are :

- 1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.
- 2). Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.
- 3). Sequence of events, where the characters react to the complication.
- 4). Resolution, where the characters finally solve the problem in the complication.
- 5). Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

From all of explanation above, the writer concludes that narrative text any written aimed not only to amuse but also for changing attitudes. Narrative text means kind of action or events that done by characters truly. Narrative text has some steps for constructing they are orientation, complication, sequence, resolution and coda.

2.4.1 Types of Narrative Text

There are many different types of narrative text:

1. Adventure: is a story that tells about something exciting and dangerous, such as adventure or journey in order to solve the problems occur.

2. Horror story: is a story which tells something scary with frightening events but usually ends happily.
3. Romance : is a story which deals with romantic love. There are often some obstacles but true love usually wins out in the end.
4. Fairy tales : is a well-known story from folklore for children which often involves fairies or other magical characters. Sometimes, it tells about kingdom, princes etc.
5. Epic : is a story which deals with big themes and heroic achievements and events by characters that is larger than real life.

2.4.2 Language Features of Narrative Text

A language feature of narrative is the using of sentence construction, grammar, and mechanical aspects of writing narrative. According to Knapp and Watskins (2005:221) narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. When sequencing people and events in time and space, narrative typically uses: actions verb and temporal connective. They are explained clearly as follow :

1. Action Verbs

Example : one day the amn and his son went collecting fire-wood. They *saw* a golden tree. They went slowly over to the tree. When they *got* closer to the tree they heard a voice coming from the tree.

2. Temporal connectives

Example : when then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and sawhow they make papers. After that we caught the train back to Marrickville.

2.4.3 The Generic Structure of Narrative

Generic structure or rhetorical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. The generic structures of narration is divided into :

1. Orientation : sets the scene and introduces the participants
2. Evaluation : a stepping back evaluate the plight
3. Compilation : a crisis arises
4. Resolution : the crises is resolved, for better or for words

2.5 Sentence Fragment

Sentence fragment is an incomplete sentence punctuated as though a complete sentence. Every sentence must include at least on subject and one verb, and every sentence must express a complete thought. Ibrahim Bashir et al (2016: 994) stated that a fragment is an incomplete sentence sometimes it may be a participial (ing) phrase or independent clause that belong to preceding sentence. Thus, sentence fragment fails to be a sentence because it cannot stand by itself. sometimes it does not contain even one independent clause.

Edgar H Schuster (2006:1) stated that sentence fragment have long been a form that most teachers try to eradicate from student writing. To be a sentence, groups of words need to have at least one independent clause. An independent clause is any group of words that contain both a subject and a verb and can stand on its own. To be complete, a sentence must contain a subject, a predicate or complete verb, and function as an independent clause. A sentence fragment lacks one or more of these elements; as a result, it cannot stand alone or function as a sentence.

Sentence below is an example of complete sentence :

Jhon comes to the party with his girlfriend

(includes a subject and a verb and expresses a complete thought) .

Here are the example of fragments:

FRAGMENT (No Verb)	Jhon to the party with his girlfriend? (what point is beingMade about Jhon?)
FRAGMENT (No Subject)	Comes to the party with his girlfriend? (who comes to the party with his girlfriend?)
FRAGMENT (Does Not Express Complete thoughts)	Because Jhon comes to the party with his girlfriend (what happened because Jhon comes to the party with his girlfriend?)

The fragments above call as incomplete sentence because they are missing the subject or verb also not express the complite though.

According to Fine (in Ibrahim Bashir et al 2016:994) 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. There are four types of sentence fragment. They are a fragment results when the subject is omitted, a fragment results when all or part of the verb is omitted, a fragment results when the subject and complete verb are omitted, and a fragment occurs when a dependent clause is capitalized and punctuated as a sentence.

2.5.1 A Fragment Results When the Subject Is Omitted

In order to express thought completely, a sentence must contain a subject and a verb. Sometimes, however, it may contain only a verb. This particular type of sentence, called an imperat

ive sentence, is used to express commands : for example, “stop”! the verb is stop ; the subject is understood to be “you” because the speaker is commanding someone else to stop. Except for a command with an implied or understood subject, a word group punctuated as a sentence without a subject is a sentence fragment.

Here is the example of sentence fragment when the subject is omitted:

- SENTENCE FRAGMENT
1. Michelle came into the room. Closed the door.

It is incomplete sentence because there is no subject in the sentence. To make it become a sentence must include an appropriate subject to form an independent clause.

The correct sentence must be as follow:

Michelle came into the room. She closed the door.

In other way, it can turn the fragment into an “-ing” participle phrase attached to the independent clause.

Correction : Michelle came into the room, closing the door behind her.

With a command, or imperative sentence, the subject (“you”) is implied and therefore omitted; for example, “ don’t leave the room!” is the equivalent of “[You] Don’t leave the room!”.

- SENTENCE FRAGMENT
2. Fans were anxious for the concert to begin. But waited patiently.

It is incomplete sentence, because the subject is omitted. Who was waited patiently? The simplest (but by no means only) way to correct this fragment is to add a subject.

The correct sentence must be as follow:

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

2.5.2 A Fragment Results When All or Part of the Verb Is Omitted

In order for a sentence to be complete, it must contain a complete verb in an independent clause. A word group punctuated as a sentence without a complete verb is a sentence fragment.

Here are the example of sentence fragment with missing or no verb

1. The assembly person in our district

It is incomplete sentence because there is no verb on the sentence. Way to correct this types of fragment is to add a predicate or complete verb to form an independent clause

The correct sentence must be as follow:

The assembly person in our district *works* diligently

A finite verb is capable of asking an assertion without the aid of helping verb; in addition, it changes form to show the difference in present, past, and future tense. How ever a verbal cannot function as the main verb of a clause. Verbals such as “working” and “to work” do not change to show tense and are not finite verbs.

2. The statue located on the second floor of the museum.

It is incomplete sentence because there is no verb on the sentence. To complete it must be add helping verb to form a predicate or complete verb.

The correct sentence must be as follows:

The statue *is* located on the secon floor of the museum

The explanation of sentence above since the statue cannot locate itself, the verb form must be passive, indicating someone other than the subject of the sentence (the statue) placed it on the second floor of the museum. Passive voice is formed by using a helping verb (am, is, are, was, were) plus the past participle (“-ed”or “-d”); however, some verbs are irreguler verb and

take the “-t” or “-n” form. So, by adding “is” on the sentence above, the sentence be the complete sentence because include both a subject and a verb.

2.5.3 A Fragment Results When the Subject and Complete Verb Are Omitted

Usually, in order to express thought completely, a sentence must contain a subject and a verb. Some fragments are fragment because they are missing subject and complete verb. Any phrase, no matter how long, is a fragment if both a subject and verb are missing.

Here are the example of sentence fragment when the subject and complete verb are omitted:

- | | |
|--|------------------------------|
| SENTENCE | FRAGMENT |
| ┌───────────────────────────────────┐ | ┌──────────────────┐ |
| 1. The parent spent over N5000 on toys for their children. | Most of it on the two girls. |

This fragment is lacks both subject and verb. Way to correct this fragment is by add subject and verb also devided the fragment into two sentences. The correct sentence mus be as follows:
The parent spent over N5000 on toys for their children. They spent most of. It is on the two girls.

2.5.4 A Fragment Occurs When A Dependent Clause Is Capitalized And Punctuated As A Sentence

Sentence fragments never have independent clauses, but instead are dependent clauses or phrases. Fragments can mosquerade as real sentences because they begin with capital letter and end awith a period. When the reader reader read the fragment more closely, they will see that fragments do not form a complete thought. Complete sentence are used to convey complete thoughts. A complete sentence consists of a subject, verb and works to complete the thought. A sentence fragment occurs when one of these parts is omitted, leaving the receiver of the thought with insufficient or incomplete information to understand the thought. A dependent clause (a

group of words that contains a subject and a verb but does not express a complete thought that is punctuated as a sentence is a fragment.

1. I enjoy

Although this sentence contains a verb and a subject , it lacks enough information to express to the receiver what it is that I enjoy. It is, therefore, a sentence fragment and needs to be completed.

Correct : I enjoy coffee in the morning

Most sentence fragments are created when a second phrase which belongs to the first sentence is placed in a sentence of its own.

Fragments (incomplete thought) : Jennifer likes many activities, such as
playing golf and swimming.

Sentence : Jennifer likes many activities such as
playing golf and swimming

The second sentence of the incomplete thought is sentence fragment because, by itself, it is not a complete sentence. It expounds on the complement noun activities. This sentence is a continuation of the first thought should be combined with that thought.

Fragment (incomplete thought) : He was a genius. Albert Einstein
who was the father of modern physics.

Sentence : Albert Einstein, who was father of
modern physics, was a genius

This example should be combined into one idea using a nonrestrictive relative clause. The clause is not a complete sentence by itself, but adds more information about Albert Einstein and should be combined with that though

2.6 Previous Research

The writer takes two previous researches related my research which the title is an analysis of sentence fragment in writing narrative text. The detail explanation is below.

The first previous research was written by Naili Sayyidatul Musfiroh (2013:1). The title of the thesis is an analysis of sentence fragment in students writing of eighth grade students of MTs N.2 Kudus in the academic year 2012/2013. The objectives of this research are to describe the sentence constructions and to describe the types of sentence fragments. The Naili's research shows that types of fragment there are 4 found in the skripsi abstracts of qualitative research English Education Faculty. Maria Kudus University completed in 2013. The difference of these two researches are in Naili's research, she analyzed the students writing in general writing without determine the genre, while in the writer research analyze the students writing in narrative text. Then, in Naili's research the object of the study is eight grade students, while in this research the writer chooses eleventh grade students.

The second research previous written by Sriyatni (2019:1) entitled an analysis of sentence fragments found in students writing on essay. The aimed of this research was to identify and investigate grammatical errors in students essay. Sriyatni's research shows that this research is a descriptive qualitative. The subject of this research there are 15 students in college level of English Language Education. The difference of these two researches are the sriyatni's research

analyzed sentence fragments in students writing essay while in research, the writer will analyze fragment in senior high school.

2.7 Conceptual Framework

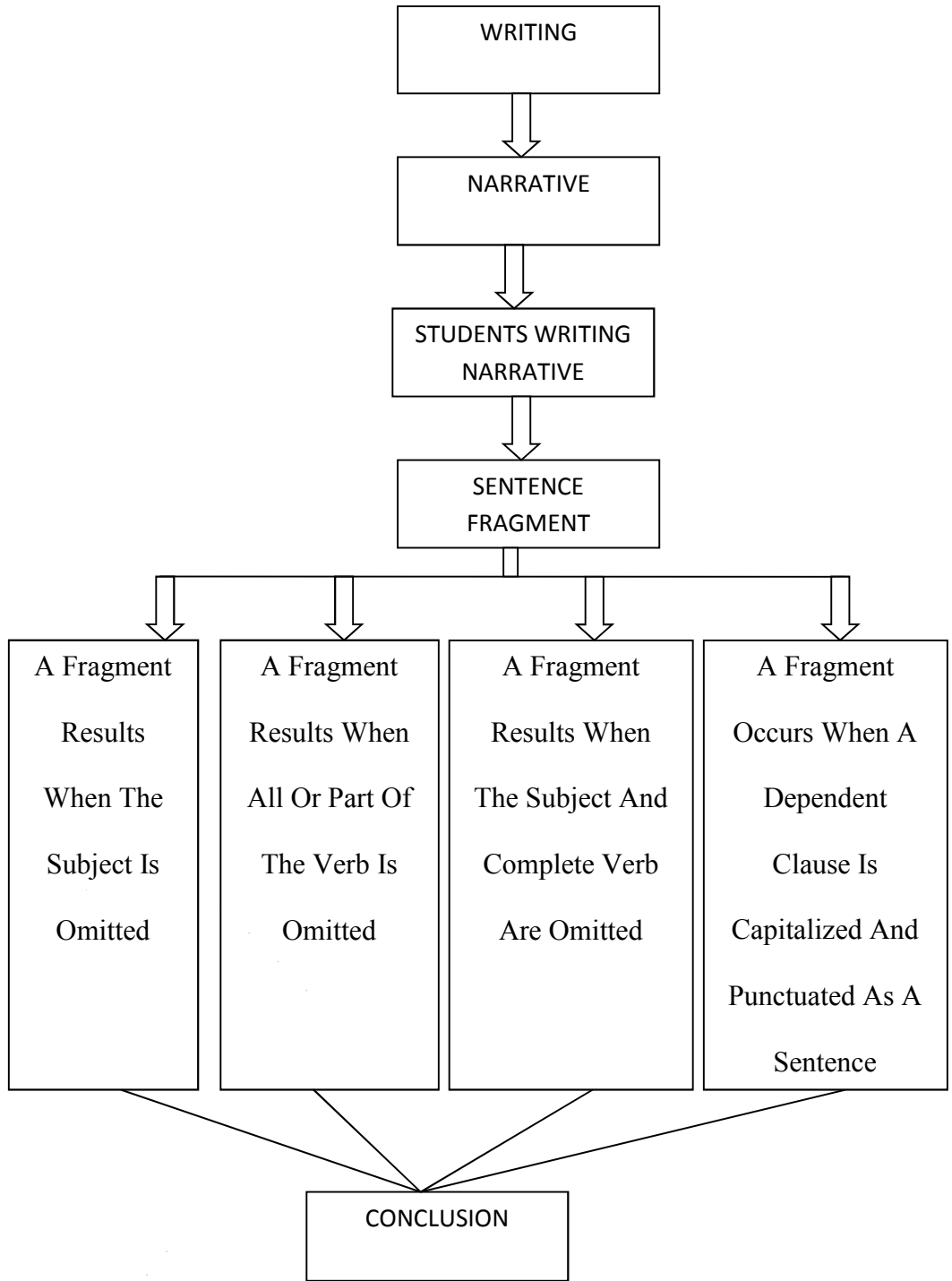


Figure 2.7 The Conceptual Framework Of An Analysis Of Sentence Fragment In Writing Narrative

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. The function of research design is to ensure that the evidence obtain enable us to answer the initial question as unambiguously as possible. In this research, the writer used qualitative descriptive research because this study focused on the analysis of sentence fragment in writing narrative. Hossein Nassaji(2010:1) qualitative and descriptive research method have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences.

Meanwhile, Moleong (1998), “sumber data penelitian kualitatif adalah tampilan yang berupa kata-kata lisan atau tertulis yang di cermati oleh peeliti, dan benda- benda yang diamati sampai detailnya agar dapat ditangkap maknayang tersirat dalam dokumen bendanya.” (the source of qualitative research data is the appereance of words spoken or written observed by the researcher, and the object is observed in detail to capturethe meaning implied in the documen).

Based on the explanation above it can stated that qualitative descriptive research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted subjects or places.

3.2 Subject of the Study

The subject of the study was the eleventh grade of senior high school. The writer took 15 students as the subject of the research.

3.3 The Instrument For Collecting Data

The instrument for collecting qualitative data was by writing test. The writing test was narrative test. The writer asked the students to write a narrative text. Their result collected and analyzed by the writer to know what types of sentence fragment that write by the students and what dominant types of sentence fragment write by the students.

3.4 Technique of Collecting the Data

In getting the data in this research, one thing that we should not forgotten in applying technique how the data be collected data until interpreted. The writer applied some techniques of collecting data, they are:

1. Asked the students to write a narrative text with freely topics
2. Collected the students paper
3. Underlined every types of sentence fragment from the students writing test

3.5 The Technique of Analyzing the Data

1. Analyzed the types of sentence fragment by underline the words in their paper
2. Classified all the types of sentence fragments
3. Tabulated the types of sentence fragment
4. Determined the dominan types of sentence fragment written by the students

3.6 Validity (Triangulation)

Validity refers to how accurately a method measures what it is intended to measure. In this research, the writer used the triangulation technique to observe the validity of the data. William Wiersman in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures'. Triangulation divided into 4 types, they are :

1. Data Triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by researcher which obtained in the different source.

2. Investigate Triangulation

Investigator triangulation relates to the use multiple researcher in getting more valid data. Researcher need to work in team to do the research to make sure the validity of the data

3. Theory Triangulation

Theory triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories supports both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation relates to the effort of checking the data or data result. The aim is conduct situation and phenomenon by using some methods. Methodology triangulation is

similar with the mix of method approaches use in social science research, where the result from one method are used to enhance, argument, and clarify the result of others.

Based on the explanation above, the writer choosed methodology triangulation as validity in this research.