

**AN ERROR ANALYSIS OF STUDENTS' ABILITY IN MAKING
IMPERATIVE SENTENCES AT THE FIRST SEMESTER
OF THE SEVENTH GRADE OF SMP KARTIKA
II-2 PERSIT BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019**

A Thesis

**Submitted as Partial Fulfillment of
the Requirement for S1-Degree**

By

**RENI IRAWATI
NPM. 1311040277**

Study program : English Education

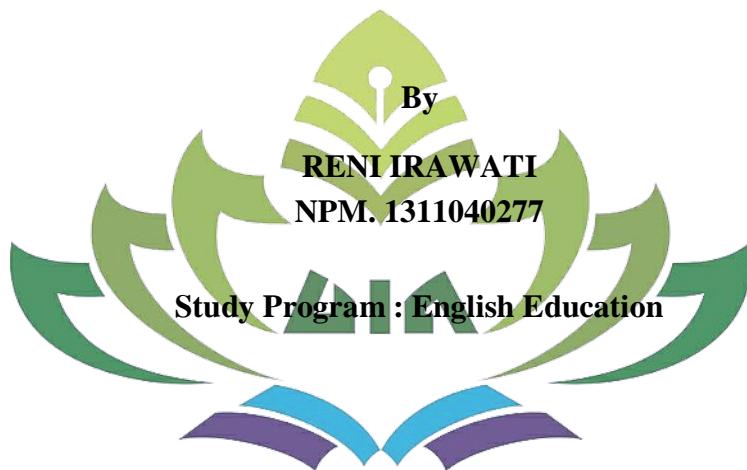


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

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**Advisor : Meisuri, M.Pd
Co-Advisor : Yulan Puspita Rini, M.A**

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RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

AN ERROR ANALYSIS OF STUDENTS' ABILITY IN MAKING IMPERATIVE SENTENCES AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP KARTIKA II-2 PERSIT BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

**By:
Reni Irawati**

The research was conducted based on the phenomena happened in the school. The students at the seventh grade still made errors especially in imperative sentences. The objectives in this research were to identify and classify types of error done by the students in making imperative sentence, know and describe the proportions of error made by the students, and describe the inferences that can be drawn from the classification, find out the solution that can be used to solve the result of errors made by the students at first semester of the seventh grade of SMP Kartika II-2 Persit Bandar Lampung in the academic year of 2018/2019.

The research methodology was descriptive qualitative research and focused on the students' errors in making imperative sentences. The data were taken from students' writing tasks that became document analysis. The population of this research were all the sentences in making imperative sentences made by the students that consist of 30 students. The sample of this research were 157 sentences containing errors in making imperative sentences based on Surface Strategy Taxonomy.

It was found that there were 157 items errors made by the students based on Surface Strategy Taxonomy. The proportions of errors were 5 items of omission (3.18%), 16 items of addition (10.18%), 30 items of misformation (82.80%), and 6 items of misordering (3.82%). The inferences were made that the students did not comprehend the grammatical system, the students only wrote what comes in their mind without following the rules, and the students did not understand the spelling in the verbs. Furthermore, it was found that misformation of error was the highest.

Keywords: *Error Analysis, Imperative Sentence, Surface Strategy Taxonomy.*



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

Title

: AN ERROR ANALYSIS OF STUDENTS' ABILITY IN
MAKING IMPERATIVE SENTENCES AT THE FIRST
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KARTIKA II-2 PERSIT BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019

Student's Name : RENI IRAWATI

Student's Number : 1311040277

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was Tested and Defended in Examination Session

At Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic

University Lampung

Advisor,

Meisuri, M.Pd.

NIP. 198005152003122004

Co- Advisor

Yulan Puspita Rini, M.A.

NIP. 198607112015032003

The Chairperson of
English Education Study Program

Meisuri, M.Pd.

NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

ADMISSION

A thesis entitled: "AN ERROR ANALYSIS OF STUDENTS' ABILITY IN MAKING IMPERATIVE SENTENCES AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP KARTIKA II-2 PERSIT BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019 ", by: RENI IRAWATI, NPM: 1311040277 Study Program: English Education was tested and defended in the examination session held on: Tuesday, February 26th 2019.

Board of Examiners:

The Chairperson

: Iwan Kurniawan, M.Pd

The Secretary

: Istiqomah Nur R., M.Pd

The Primary Examiner

: Satria Adi Pradana, M.Pd

The 1st Co-Examiner

: Meisuri, M.Pd

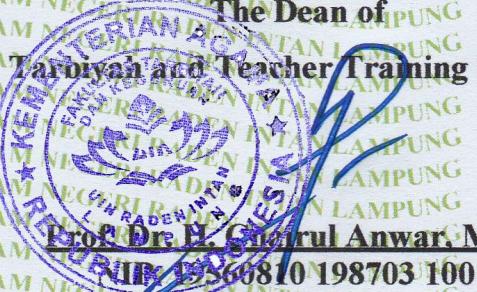
The 2nd Co-Examiner

: Yulan Puspita Rini, M.A

The Dean of

Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Ghazrul Anwar, M.Pd



DECLARATION

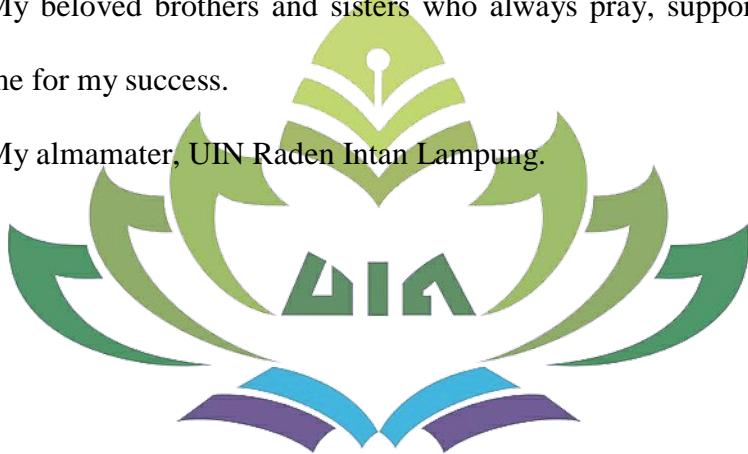
Hereby I state this thesis entitled “An Error Analysis of Students’ Ability in Making Imperative Sentences at the First Semester of the Seventh Grade of SMP Kartika II-2 Persit Bandar Lampung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and properly acknowledged in this thesis.



DEDICATION

Praise and gratitude to Allah SWT Almighty for His abundant blessing to me, from the deep of my heart, this thesis is dedicated to all people who always pray and give support in finishing this thesis for my success. They are:

1. My beloved parents, Mr. Suparmin and Ms. Setiawati
2. Siyami's Family who always give their endless love and pray for my success.
3. My beloved brothers and sisters who always pray, support and motivate me for my success.
4. My almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

Reni Irawati was born on December 5th, 1995 in Bandar Lampung. She is the sixth child of eight children of Mr. Suparmin and Ms. Setiawati.

Her first study began in Elementary School for the first until the fourth level in MIN 1 Way Halim Bandar Lampung in 2001. Then, she moved to SDN 1 Way Dadi Sukarami Bandar Lampung and graduated in 2007. She continued her study in SMP PGRI 6 Bandar Lampung and graduated in 2010. After that, she was registered at Senior High School in SMA Al-Azhar 3 Bandar Lampung and graduated in 2013.



She entered the S1 at the English Education Department of the Tarbiyah and Teacher Training Faculty in Raden Intan State Islamic University of Lampung in 2013. While being a college student, she was a member of UKM Bahasa. In the seventh semester, she had her Student Study Service (KKN) in Seputih Raman, Central Lampung. After having KKN, then from October to December 2016 she had her Field Teacher Training (PPL) at SMP Kartika II-2 Persit Bandar Lampung.

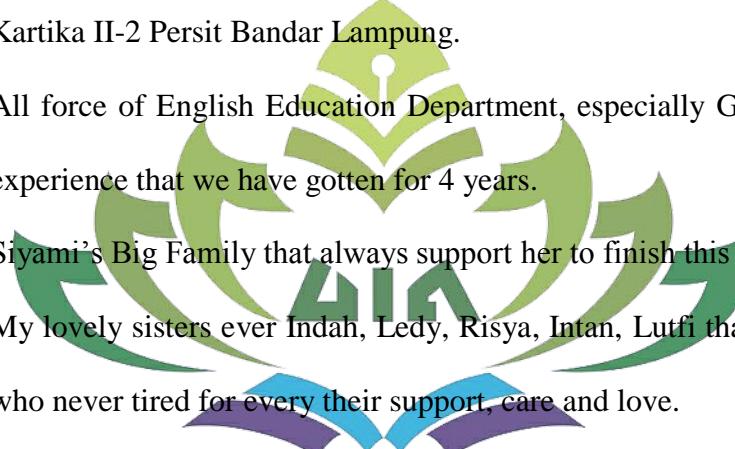
ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Alhamdulillah, praise to Allah SWT, the Most Merciful and Beneficent who gives guide and blessing, so the writer can finish this thesis as soon as possible. Peace be upon the Most Honorable Prophet Muhammad SAW, with His Family, all His disciples, and for those who follow them in goodness ‘till the day of the judgement.

The research entitled “The Students’ Error in Making Imperative Sentence at First Semester of Seventh Grade at SMP Kartika II-2 Persit Bandar Lampung” is submitted as a compulsory fulfillment of the requirements for S-1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. This thesis could not be finished without the other peoples’s help. Therefore, the gratefulness would be given to people who contribute their ideas and time to her in completing her final project. They are :

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 12. Trisna Grup, especially Madam Kiki who always motivate her for her success.
 13. Everyone who cannot be mentioned on by one for contribution during finishing this thesis.

In the end, this thesis is still far from perfect. Furthermore, sincerely welcomes critics and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, February 2019

The Researcher,

RENI IRAWATI
NPM. 1311040277



MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا فَإِذَا فَرَغْتَ فَانصَبْ وَإِلَى رَبِّكَ فَارْجِبْ

“Indeed, the is easy after difficult. So, when you have finished, then stand up for worship. And the only to Allah you ask hope.” (QS: Al-Insyiraah: 6-8)¹



¹ *The Holy Qur'an and Translation*, (Jakarta: CV Darus Sunnah, 2002), p. 597

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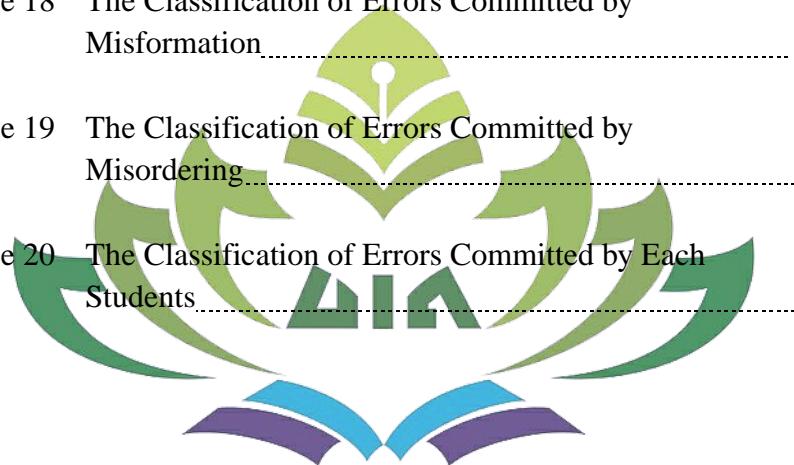
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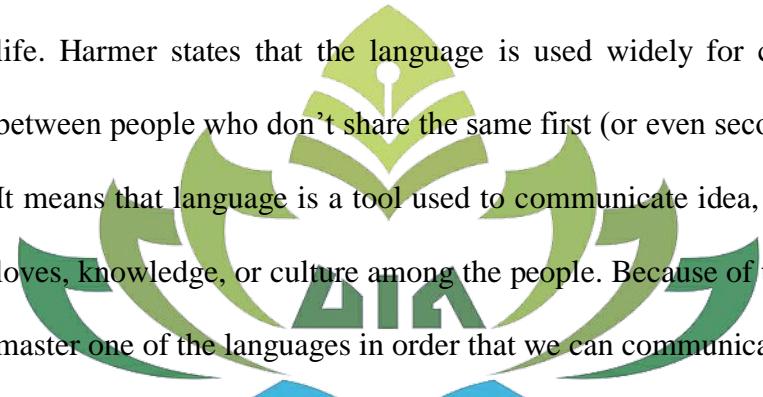
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CHAPTER I

INTRODUCTION

A. Background of Problem

Everyone always uses language in their communication. Language is considered to be a system of communicating with other people using sounds, symbol, and words in expressing meaning, idea or taught. It can be used in many forms, primarily through oral and written communication as well as using expression body language.¹ It is very important in human life. Harmer states that the language is used widely for communication between people who don't share the same first (or even second) language.² It means that language is a tool used to communicate idea, feeling, belief, loves, knowledge, or culture among the people. Because of that, we should master one of the languages in order that we can communicate.



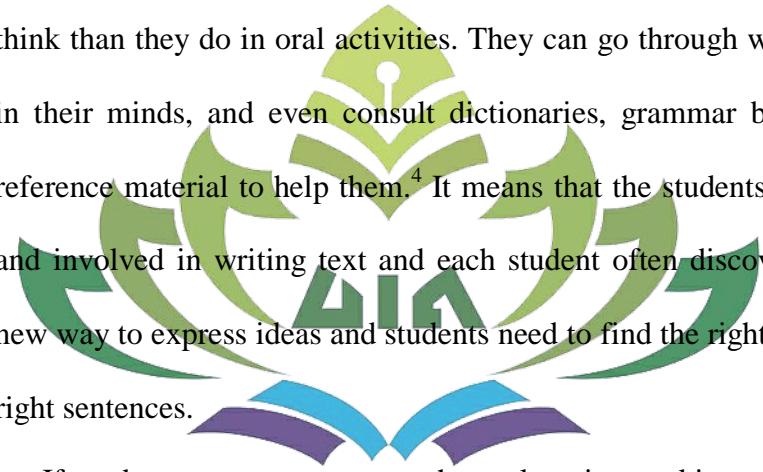
Every country has its own language, but there should be a language in common that people can use. The language must be mastered by all of the people in the world for joining the world competition. They are demanded to master the international language, it is English. In our country, English is the first foreign language. It means that English is compulsory learning subject that must be taught for the students. The position of English is only as a foreign language. It means that English is only used in certain situations.

A S Horby, *Oxford Advadence Learner's Dictionary*. 8th Edition. (New York : Oxford University Press. 2010), p. 834-835

Harmer, Jeremy. *The practice of English language*. (New York : Longman. 2007), p. 13

English becomes one of requirement subjects that should be passed to graduate from the last national examination. It provides that how important English is to be learnt.

In the process of learning English, there are four language skills that must be mastered by the language learners. They are listening, speaking, reading, and writing.³ Writing is the basic language skill to be achieved in English language learning. Writing has always formed part of the syllabus in teaching English. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.⁴ It means that the students will be taught and involved in writing text and each student often discovers something new way to express ideas and students need to find the right words and the right sentences.



If students wants to express themselves in speaking or writing, they need to know how to perform these functions – in other words how to use grammar and vocabulary to express certain meaning/purposes.⁵ It means that in order to be able to write English well, the students have to master in vocabulary and grammar. Grammar is party the study of what forms (structures) are possible in language.⁶ It means that learning grammar is one of the important things in learning English because it makes the

³ Sanggam Siahaan. *Issue in Linguistics*, (Yogyakarta : Graha Ilmu Pres, 2008), p. 185

⁴ Jeremy Harmer. *How To Teach Writing*, (New York : Longman., 2009), p. 31

⁵ *Ibid*, p. 15

⁶ Thombury, Scott, *How To Teach Grammar*, (England : Longman, 1999), p. 1

students know the structure of the language, so that they can make meaningful sentence.

In fact, study of second language makes the people or learner do some errors. According to Dullay, errors are the flawed side of learner speech or writing.⁷ Brown said that error is a noticeable deviation from adult grammar, of a native speaker, reflecting the interlanguage competence of the learner.⁸ From the statement above error is ungrammatical utterance which refers to the language performance.

According to curriculum of junior high school, there are many kinds of sentences that the students should learn in the first, second, and third grade, such as declarative, imperative, interrogative, exclamatory, etc. Based on the syllabus and relevant book in the second semester of seventh grade of junior high school, imperative sentence must be studied by students.

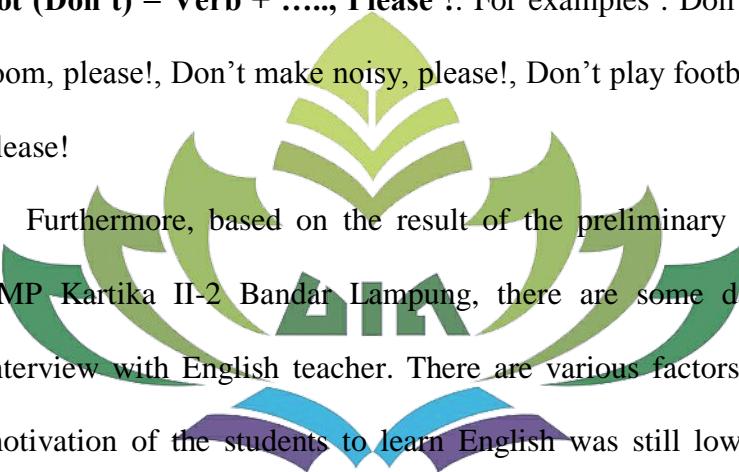
Imperative sentence is used to give commands or orders. It is also used to give instruction/advise/suggestion/warning/invitation. It is used to make a request, you should use ‘please’ (or other polite word) in the beginning or at the end of the sentence to make a request. It can end imperative sentence with period (.) or exclamation (!). Exclamation is used to show

⁷ Heidi, S. Dulay, et. Al. *Language Two* (New York : Oxford University Press, 1982).

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*. (New Jersey: Prentice hall, Inc. 1994) p. 205

direct and firm command.⁹ From the statement above imperative sentence gives advice or instruction to express a request or command.

Imperative sentence uses a real-verb to start a sentence. And it always uses the basic form of the verb (never use ‘ing/to/ed/or s with it).¹⁰ There are two kind forms of imperative sentences, they are positive form **Please + Verb (Do) + !** for examples : Please help that lady!, Please give these books to your father!, Please take me a pen! and negative form **Do not (Don't) = Verb + , Please !.** For examples : Don't smoke in this room, please!, Don't make noisy, please!, Don't play football in the room, please!



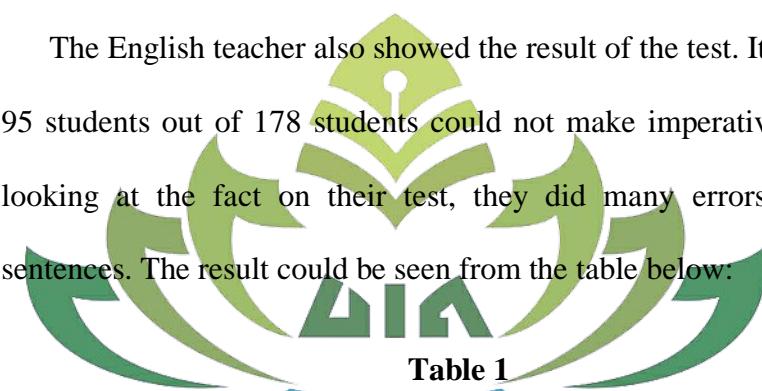
Furthermore, based on the result of the preliminary research did at SMP Kartika II-2 Bandar Lampung, there are some data taken from interview with English teacher. There are various factors found that the motivation of the students to learn English was still low. Besides, they were not active and did not pay attention to the material in learning teaching process. By interview an English teacher was found that the writing skill of the students were still low. When the teacher asked them to write such as writing sentences, they got difficulties to express and develop their ideas because they found difficulties to find right words. They tried to wrote their sentences but they stick the structure of their own language. According to Mr. Junaidi, S.Pd, most of the students made some

⁹ Joshi Manik, *English Imperative Sentences English Daily Use Book 3*.

¹⁰ Ayyub Muhammad, *Gandhi grammar notes and exercise for elementary school*, (Lampung: Gandhi, 2012), p. 10

errors in their writing sentence particularly in using word. When they will write imperative sentences, a tense that should be used is simple present tense. They still do error by using wrong words like the students made sentence by using past participle and present progressive (using –ing verb form) in their sentences.¹¹ From the explanation above in this research assumes that the main problem of students is writing. The students found difficulties to write by using right words, and also they still don't know how to distinguish write right word.

The English teacher also showed the result of the test. It was found that 95 students out of 178 students could not make imperative sentence. By looking at the fact on their test, they did many errors in imperative sentences. The result could be seen from the table below:



**The Student's Score of Imperative Sentence Test of SMP Kartika II-2
Persit Bandar Lampung the Seventh Grade in the Academic
Year of 2018/2019**

No	Score	Class					Total	Percentage
		VII.1	VII.2	VII.3	VII.4	VII.5		
1	≥ 70	17	19	15	13	14	78	37%
2	< 70	18	18	20	17	19	95	63%
Total		35	37	35	30	35	175	100%

Source : The Data of Preliminary Research, in SMP Kartika II-2 B. Lampung

From the table above, it can be seen that there are 78 (37%) students who get a good score or pass the criteria of minimum mastery (KKM), which is 70. And there are 95(63%) students who get under the minimum

Junaidi, M.Pd. *The English Teacher at SMP Kartika II-2 Bandar Lampung*, an Interview

mastery. It means most of the seventh grade students of SMP Kartika II-2 Bandar Lampung still have difficulties in imperative sentences that students in each class was about thirty three to thirty seven. According to the data, it concludes

that the highest average score was class VII.2 which consisted of thirty seven students, and the lowest average score was class VII.4 which consisted of thirty three students.

Based on the background above, the conducting a research to find errors done by the students in making imperative sentence entitled : An Error Analysis Of Student's Ability in Making Imperative Sentences at The First Semester of The Seventh Grade Of SMP Kartika II-2 Persit Bandar Lampung in the academic years 2018/2019.

B. Identification of the Problem

Based on the background of problem, there are three problems identified as follows :

1. The students created imperative sentence incorrectly.
2. Students find out difficulties finding right word in making imperative sentence.
3. The students made errors in imperative sentence in their writing.

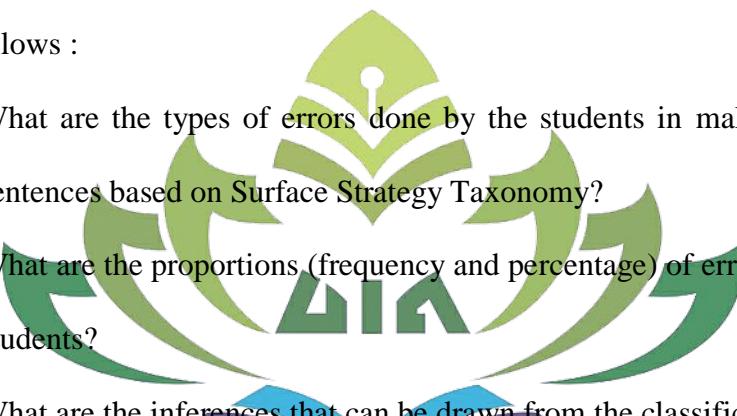
C. The Limitation of Problem

This research focused on Students' grammatical error in imperative sentences at SMP Kartika II-2 Persit Bandar Lampung in Academic Year of 2018/2019. An analysis of students' grammatical errors was based on Surface Strategy Taxonomy.

D. The Formulation of Problem

Based on the identification of the problem, it was formulated the problem as follows :

1. What are the types of errors done by the students in making imperative sentences based on Surface Strategy Taxonomy?
2. What are the proportions (frequency and percentage) of errors made by the students?
3. What are the inferences that can be drawn from the classification?
4. What are the solutions that can be to solve the problem?



E. The Objective and The Use of Research

1. The Objective of Research :

The Objective of this research :

- a. To identify and classify the types of errors done by the students in making imperative sentence based on Surface Strategy Taxonomy.
- b. To know and describe the proportions (frequency and percentage) of errors made by the students in making imperative sentences.

- c. To describe the inferences that can be drawn from the classification.
- d. To find out the solutions that can be used to solve the problem.

2. The Significance of Research

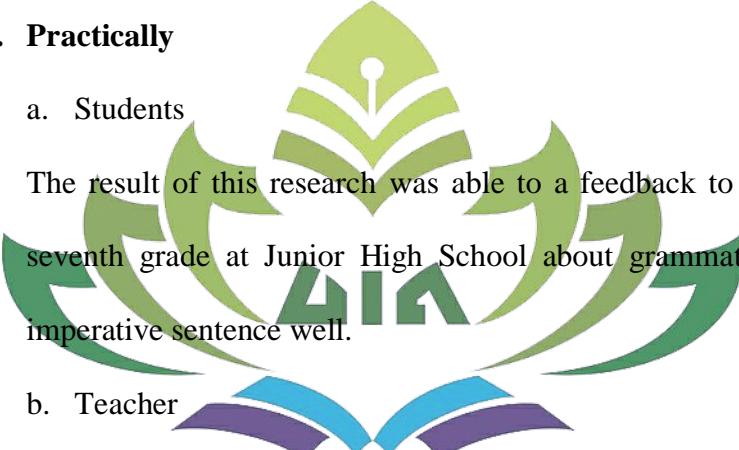
This research had some uses both of theoretically and practically

a. Theoretically

The result of this research is able to give contribution for the previous theories and also can be used to verify them.

b. Practically

a. Students



The result of this research was able to provide feedback to the students of seventh grade at Junior High School about grammatical in making imperative sentence well.

b. Teacher

The result of this research was able to become a feedback for the English teacher at the Junior High School in which this research was about student's grammatical error in making imperative sentences. Moreover, they could be a reflection for the students at Junior High School about their imperative sentences.

F. The Scope of Research

The scope of the research was divided into four parts, they were :

1. The Subject of the Research

The subject of this research was the students of the seventh grade at the first semester of SMP Kartika II-2 Persit Bandar Lampung in academic year of 2018/2019.

2. The Object of the Research

The object of the research was the students' error in making imperative sentences in their writing.

3. Place of the Research

The research was conducted at SMP Kartika II-2 Persit Bandar Lampung. It is located on Jl. Kapten Pierre No.4 Palapa Tanjung Karang Pusat, Bandar Lampung.

4. Time of the Research

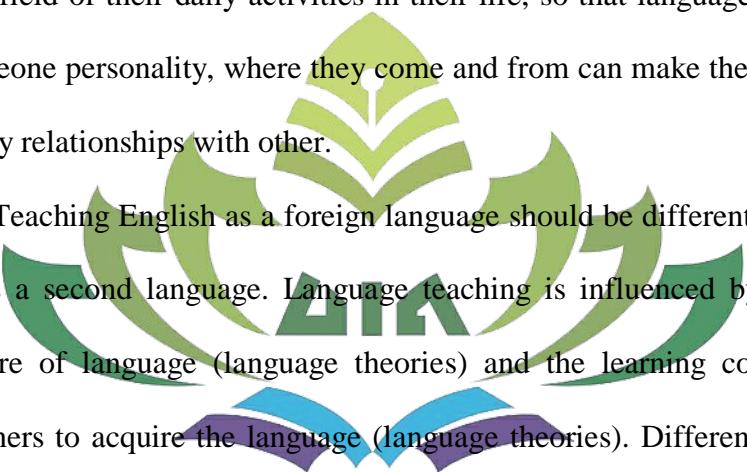
The research was conducted at the first semester in academic year of 2018/2019.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Concept of Teaching English as Foreign Language

Language is a system of communication consists of sounds, word, and grammar or system of communication used by the people of particular country or professional. Language is also a tool that used by the people to share information and to interact with each other. People use that language in any field of their daily activities in their life, so that language is showing of someone personality, where they come and from can make them easy to have many relationships with other.



Teaching English as a foreign language should be different from teaching it as a second language. Language teaching is influenced by ideas on the nature of language (language theories) and the learning condition makes learners to acquire the language (language theories). Difference in language theories may affect the selection of the teaching methods.¹ It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other word, the teacher should prepare the material, instructions, and teaching technique well.

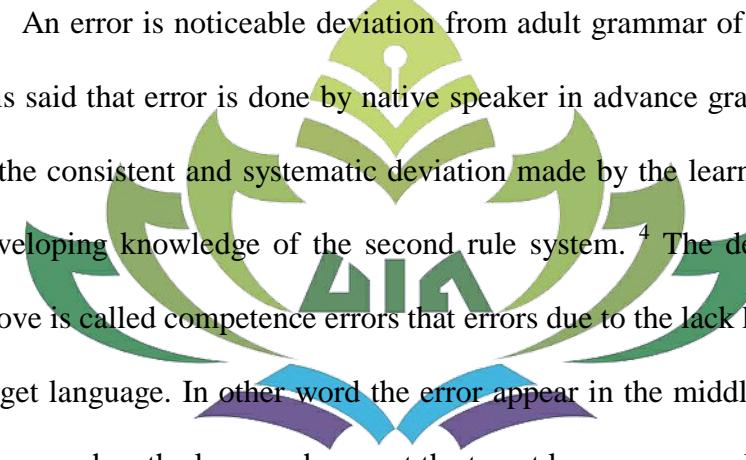
As a foreign language, English language is called a target language. English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign

¹ Ag. Bambang Setiadi, *Teaching English as a Foreign Language*. (Yogyakarta : Graha Ilmu, 2006), p.20

language.² It means that they do not use it as a means of their everyday communications; however they just formally learn it at a school compulsory subject. They are taught the four languages skills listening, reading, speaking, and writing, and the components of language such as grammar, vocabulary, and pronunciation.

B. Concept of Error and Mistake

1. Concept of Error



An error is noticeable deviation from adult grammar of a native speaker it is said that error is done by native speaker in advance grammar.³ An error is the consistent and systematic deviation made by the learners who are still developing knowledge of the second rule system.⁴ The definition of error above is called competence errors that errors due to the lack knowledge of the target language. In other word the error appear in the middle of the learning process when the learners have not the target language completely.

According to Dulay, Burt, and Krashen state that Errors are the flawed side of learner's speech or writing. They are those parts of conversation or comparison that deviate from some selected norm of mature language performance. Teacher and mother who have waged long and patient battles

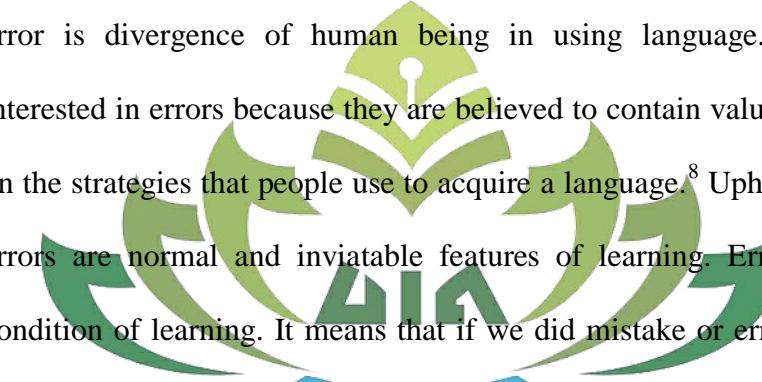
² Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia : Person Education, 2007), p.265

³H, Douglas Brown, 1994. *Principle of Language and Teaching*. (New Jersey: Prentice Hall, Inc. 1994). P. 205

⁴ Dullay H., Burt M., Krashen S. *Langyage Two*. (New York : Oxford University press, 1982), p. 138-139

against their students or children's language errors have come to realize that making errors is inevitable part of learning.⁵

Another concept of error is taken from Brown: error is noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. While mistake refers to a performance factors such as : memory limitation, spelling, fatigue, and emotion strain.⁶



Error is ungrammatical utterance which refers to the language competence referred to error as "Goof" no one in this perfect and also as they stamen that error is divergence of human being in using language.⁷ Researcher is interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language.⁸ Uphold the view that errors are normal and inviable features of learning. Error are essensial condition of learning. It means that if we did mistake or error, it is usual in learning process. We do not have to worry about that but we have to analyze our mistake or error.⁹ James defines error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.¹⁰ James stated that Errors are wrong forms that the pupil could not correct even their wrongness were to be pointed out. James defines error as an instance of language that is unintentionally deviant and is not self-

⁵ Dulay, Burt and Stephen Krashen, *Language Two*, (Oxford University Press: 1982)

⁶ Doughlas Brown H. *Principle of Language Learning and Teaching*. (New Jersey : Prentice Hall : Inc, 1944), p. 205

⁷ Brown ,*Op.Cit*, p. 205

⁸ Taylor .1975

⁹ Dulay , *Op, Cit*, p.

¹⁰ Carl James, *Error in Language Learning and Use; Exploring Error Analysis* (London : Longman, 1998), p. 1

corrigible by its author.¹¹ Regards error as the outcome of interference between two language system by means of social, psychological and linguistics interaction. From the statement, the researcher can conclude that errors is not perfect and we did mistake or errors usually in learning process. The students cannot self corrected that it is error. They are unable to correct of their wrongness by themselves.

2. The Concept of Mistake

According to Ellis, errors reflect gaps in learner's knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistake reflects occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what she or he knows. Mistake refers to performance or nonsystematic errors which are caused by inattention while errors refer to competence.¹² Mistake uses the correct form and sometimes the wrong one in performance. The learner successful and be able to try correct by themselves.¹³ It means that as a teacher should be check the consistency of learner's performance if sometimes incorrect it is mistake and if it always and often incorrect it is error.

Meanwhile, according to Dulay et.al. the distinction between performance error (mistake) and competence error (error) are extremely important, but it is

¹¹ Carl James, *Op Cit*, p. 78-80

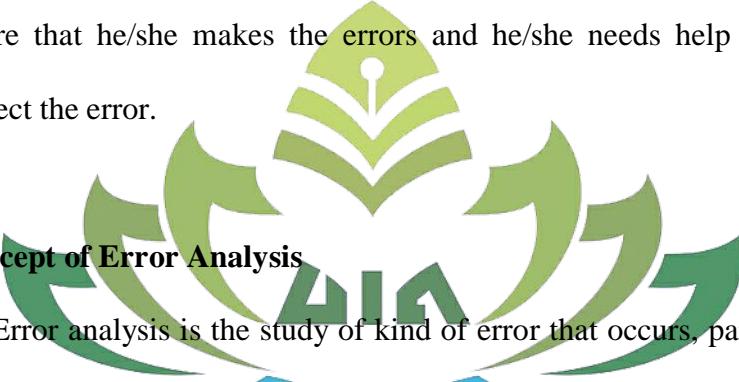
¹² Rod Ellis, *Second Language Acquisition*, (New York : Oxford University Press, 1997), p. 56

¹³ Rod Ellis, *Op. Cit*, p. 17

often difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.¹⁴

From definitions above, it can be concluded that error and mistake are two different phenomena. Error occurs when the learners cannot identify what is correct from its rules. Mistake can be corrected by the learner himself, while error cannot be self-corrected, because the learner may not be aware that he/she makes the errors and he/she needs help from others to correct the error.

C. Concept of Error Analysis



Error analysis is the study of kind of error that occurs, particularly in the field of applied mathematics numeral analysis. Applied linguistic and statistic.¹⁵ Error analysis emphasize the significance of error inter language system.¹⁶

Ellis in Tarigan states that language error analysis is a procedure used by researchers and teachers, which includes sample collection language learner, the introduction of errors contained in the sample, the description of errors, the classification based on the causes that have been hypothesize, as well as

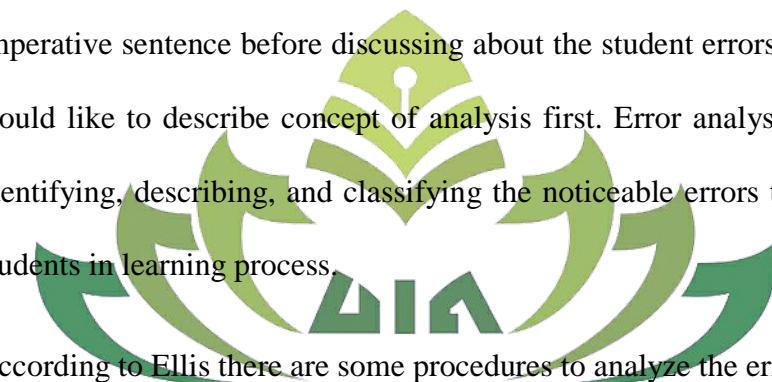
¹⁴ Heidi Dulay, et.al., *Op.Cit*, p. 139

¹⁵ Corder. Op. Cit.1960,p.93

¹⁶ Brown, Op. Cit.1994, p.204

evaluating its seriousness.¹⁷ Brown state : the concept of error analysis is the fact that the learners do making errors and these errors can be observed, analyze, and classified to reveal something of the system operating within the learner led to surface of study of the learner' error.¹⁸

As the writer mentioned in process of learning English the students usually make errors. Therefore, it becomes a very good input and will be useful for the writer who will be an English teacher tries to solve the problems which will be faced by Junior School student using or making imperative sentence before discussing about the student errors, the researcher would like to describe concept of analysis first. Error analysis is a study of identifying, describing, and classifying the noticeable errors that is made by students in learning process.



According to Ellis there are some procedures to analyze the error, they are:

1. Identifying errors

The first step in analyzing learner errors is to identify them. We need to select the wrong sentence. After we know the errors sentence, then compare the sentences learners procedure by seem to be normal pr correct the sentences in the target language which correspond with them.

¹⁷ Henry Guntur Taringan and Djago Taringan. *Pengajaran Analysis kesalahan Berbahasa.* (Bandung : Angkasa. 2011)

¹⁸ Dounglas Brown, *Principles of Language Learning and Teaching.* (New Jersey : Pentice Hall, Inc 1994), p. 205

2. Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. The errors were classified based on surface strategy taxonomy those include four types of error according to Dulay those are omission error, addition error, misformation error, and misordering error.

3. Explaining errors

The identification and description of error are preliminaries to much more interesting task or trying to explain why they occur.

4. Evaluation errors

The purpose of the error analysis is to help learners learn second language, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teacher will want to focus their attention on these.¹⁹

According to Corner error analysis has two functions, they are .²⁰

1. To investigate the language learning process.
2. Whether it is necessary or not for teacher to have remedial teaching.

In this case the students' errors give some benefits, Corder as follows:

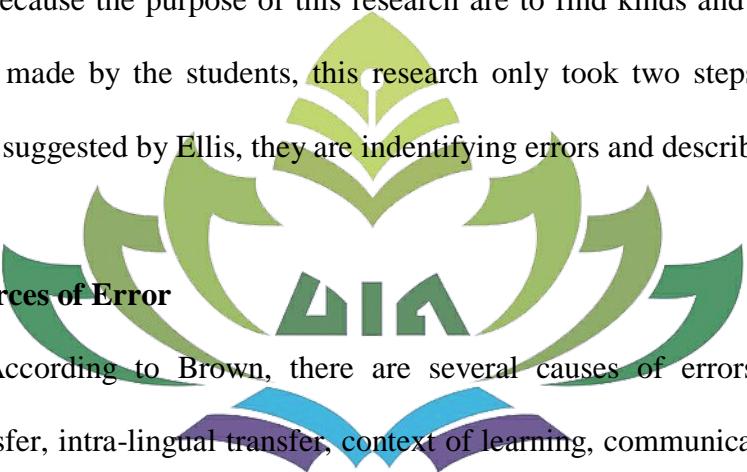
¹⁹ Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), p. 15

²⁰ Corder. *Error Analysis and Inter Language*. (London : Oxford Unifery, 1981), p. 63

1. Errors tell teacher how far their students have progressed to reach the goals.
2. Errors provide of how language is learnt and what strategies the learners are developing.
3. Errors can be used by the students to learn it can be through information from the teachers to students about errors have been made by the students in their works.

Because the purpose of this research are to find kinds and proportions of error made by the students, this research only took two steps of the four steps suggested by Ellis, they are indentifying errors and describing errors.

D. Sources of Error



According to Brown, there are several causes of errors: inter-lingual transfer, intra-lingual transfer, context of learning, communication strategies.

For more detail, the explanation is below:

a. Inter-lingual transfer

Inter-lingual transfer is cause of error from transferring knowledge or grammar into the target language.²¹

b. Intra-lingual transfer

Intra-lingual transfer refers to error caused by the lack competence of the language being learnt target language.²²

²¹ H. Doughlas Brown, *Op. Cit.* p.224

²² *Ibid*, p.225

c. Context of learning

A third major source of error, although it overlaps both types of transfer, it is the context of learning. “context” refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottently memorize in a drill, but it is improperly contextualized. Here the students make error caused by misleading explanation if the teacher. The faulty of presentation in a textbook either structure or word misconception of the students.²³

d. Communication strategies

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a sources error.²⁴

E. Types of Error in Error Analysis

Error are flawed side of learner speech of writing, those part of composition that device from some selected noun of nature of language performance. Dullay classified errors into four, they are :

²³ *Ibid*, p. 226

²⁴ *Ibid*, p. 223-227

1. Linguistic Category Taxonomy

This category taxonomy is classification of errors according to either or both the language and particular linguistic constituent error effect.

2. Communicative Effect Taxonomy

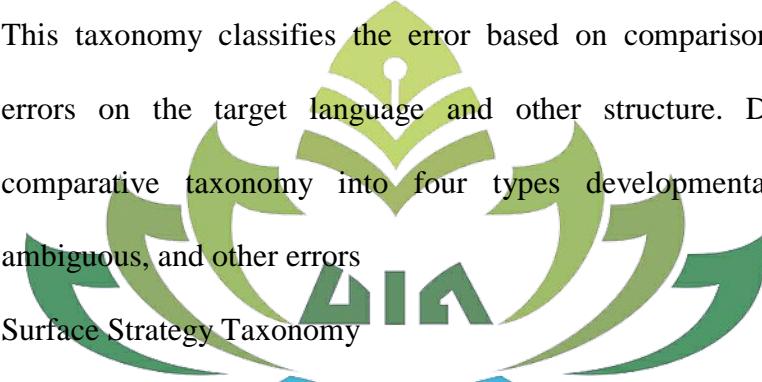
This taxonomy focus on the effect the errors have on the listener or reader.

It focuses on distinguishing between errors that seem to cause miscommunication and do not.

3. Comparative Taxonomy

This taxonomy classifies the error based on comparisons between the errors on the target language and other structure. Dulay classifies comparative taxonomy into four types developmental, interlingual, ambiguous, and other errors

4. Surface Strategy Taxonomy



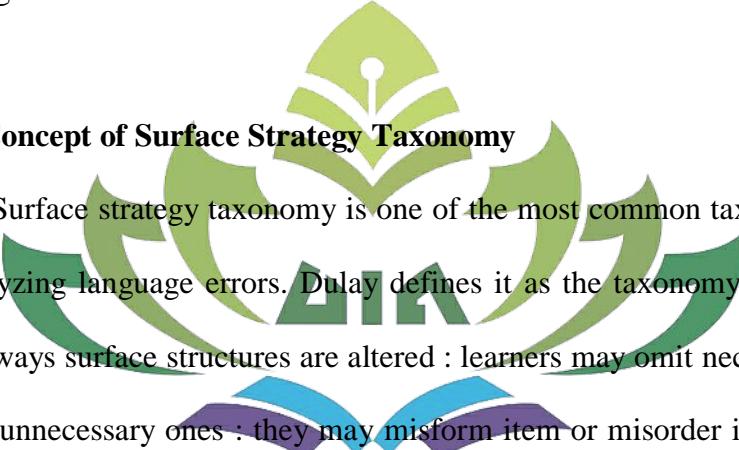
This taxonomy shows the cognitive process that underlies the students' reconstruction of the new language learned. This category highlight the ways surface structure are altered by the Students' error in thus type are based on some logic as the result of the students' use of interim principles to a produce a new language. This taxonomy devides into four types : omission, addition (double markings, regularization, simple addition), misformation (regularization errors, archi-forms, altering forms), and misordering.²⁵.

²⁵ Heidi Dulay, et.al, *Op.Cit*, p. 146

This idea means that error analysis is the way to know about the students' error that is to collect, identify, and to classify the kind of error. In this classification, there are four kinds of errors, they are omission, misformation, additions, and misordering.

Error is ungrammatical utterance, which refers to the language's performances. On the rather global level, error can be described as addition, omission, and substitution, misordering, following, standard, mathematical, categories to be clearer.²⁶

F. Concept of Surface Strategy Taxonomy



Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that highlights the ways surface structures are altered : learners may omit necessary items or add unnecessary ones : they may misform item or misorder item. Therefore, surface strategy taxonomy classifies errors into four : omission, addition, misformation, and misordering.²⁷

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance.

For example :

- Don't late to come in the party!* (incorrect)

²⁶ Corder. Op, Cit.1960 p. 94

- b. *Don't be late to come in the party!* (correct)

2. Addition

Addition errors are the opposite of omission. They are characterized by the sentence of an item, which must not appear in a well formed utterance.

For example :

- a. ***Putting*** your books on the table, please! (incorrect)
- b. *Put* your books on the table, please! (correct)

There are three terms of addition as the following :

a. Double Marking

An error in which a concept is expressed twice then the language requires its expression only once.

Example : ***bringing*** me two ***book*** on the table, please!

b. Regularization

An item which requires rules is indicated by the application of a regular rule or an error. For example, the verb *eat* does not be eated but eaten. The noun *sheep* is also sheep in plural, not sheeps.

c. Simple addition

Simple addition error is another subtype of addition error. If an addition error is not double marking or regularization. It is called the simple addition.

Example :

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure.

For example :

- a. *Don't gone anywhere, please!* (incorrect)
- b. *Don't go anywhere, please!* (correct)

There are three types of misformation error :

- a. Regularization error

Error that belong to this category are in which a regular marker is used in place of an irregular one and commonly in comprehension of grammar.

Example : *two womans* are walking on the street, the word womans should be women, because plural of woman is women, not womans.

- b. Archi-forms

Archi-forms, which they call ‘misselection’ is the selection of one member of a class of forms to represent others in the class. For example, deal with the use of demonstrative adjective *this, these, that, and those*.

Example : The words *this apples* should use these apples, because apples is plural.

- c. Alternating forms

As the learner’s vocabulary and grammar grow, they have known the various member of a class. Nevertheless, they still fail to select and use the member appropriately.

Example : to words *this horses* should be these horses, because noun of horses is plural.

4. Misordering

Errors are characterized by the use incorrect placement of morpheme or group of morpheme. In this case the student makes sentence incorrect order.

For example :

- a. *Would come you in, please.* (incorrect)
- b. *Would you come in, please.* (correct)

G. Concept of Imperative Sentence

1. Definition of Imperative Sentence

Imperative sentence is used to asking someone to do something. Subject in this sentence is missed because when ask someone, it will be second person, *you*. This sentence is ended by full stop (.) and (!) if it is emission. Imperative sentence gives orders or instruction. Like declarative sentences, they begin with a full stop.²⁸ Imperative sentence is request sentence (it can be positive and negative). It can be devided into command, request, invitation, exhortation, prayer²⁹. Imperative sentence gives a direct command. It can end in a full stop or an exclamation mark, depending on the forcefulness of the command.

²⁸ Graham Mark LLB. *English Grammar Made Easy*. (Jakarta : aerlangga, 2015). P. 97

²⁹ Rakhmat Jalaluddin. *Belajar Mudah Bahasa Inggris*. (Yogyakarta: Cetakan Pelajar, 1996), p. 217

Do your homework.

They always begin with a verb, and they are always in simple present tense. They do not have a stated subject, as the subject is always *you* the person to whom the sentence is being said. Usually the imperative is often impolite. At the end of a lesson. I would nor (usually) say :

Go out.

Leave now.

Go away.

Instead,I'd say :

*Yes **may** go I hope you have a nice evening.*

This is because it is nice to be nice.

Imperative sentences are often used for giving directions.

Example :

1. (you) open your book
2. (you) leave the package on the table.
3. Come over here, look at this dirt.
4. Talk quietly
5. Turn off the television.

There are two kinds of imperative sentence, first in positive sentence and second in negative sentence.

Table 2
Example of Imperative Sentences in Positive and Negative Sentence

Positive sentences	Negative sentences
Come in here, please	Don't come in here, please
Hang your coat up, please	Don't hang your coat up, please
Close the door, please	Don't close the door, please
Sit down, please	Don't sit down, please
Put your books on the table, please	Don't put your books on the table, please
Eat your dinner, please	Don't eat your dinner, please
Take your hat off, please	Don't take your hat off, please

2. Types of Imperative Sentences :

1. Commands

Command can be divided into two³⁰ :

1. Positive command

Table 3
Formula of Positive Command Sentence

No	Formula	Examples
1	Infinitive + object +	Help me away

³⁰ Rianto Slamet. *The Easy Way to Master English in a few Days*. (Yogyakarta : Pustaka Pelajar, 2012) . p, 159

		Leave me alone
		Shut the door please
2	Be + complement +	Be careful, please
		Be kind for everyone
		Be a good girl
3	Noun	Coffee, please!
		Two baksos, please!
		Water.
4	Prepositional phrase	On the table, please!
		In the cupboard, please!
		On the wall!
5	Adverb	Here, please!
		Slowly!
		Quickly, please!

2. Negative commands

Table 4

Formula of Negative Command Sentence

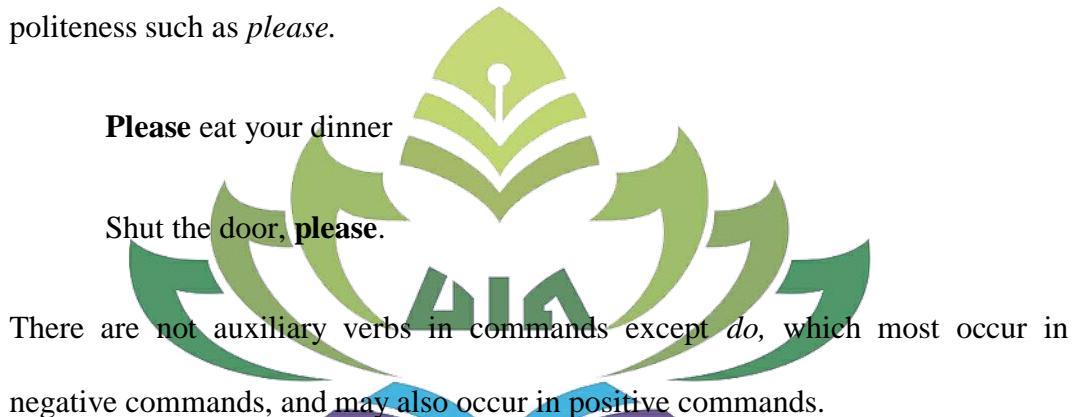
No	Formula	Examples
1	Don't + infinitive + (object) + adjunct)...	Don't smoke here
		Don't park your care
		Don't disturb me
2	Not + noun/adverb/preposition	Not pencil, but pen
		Not for sale
		Nor on the shelf.
3	No + verb + ing	No parking here!
		No cheating!

	No smoking in this room!
--	--------------------------

A command is usually a sentence with an imperative verb, *i.e.* the base form of the verb, without endings for number or tense.³¹

Come here

Commands are apt to sound abrupt unless they are toned down by signals of politeness such as *please*.



Don't stay too late, John.

(negative command)

Do sit down.

(emphatic or persuasive command)

Notice that in commands, but not elsewhere, *do* can be followed by *be*:

Don't be noisy.

Do be careful.

³¹ Leech Geoffrey. *A Communicative Grammar of English*. (London : Longman Group Ltd, 1975). P.216

Although commands usually have no subject, we can say that, when the subject is missing, there is an implied subject *you*. This is evident when a reflexive pronoun or tag is used :

Be quite, will you!

Behave yourself.

However, a subject *you* does sometimes occur in commands:

You must listen to me.

You go ahead.

Here *you* is always stressed, whereas in statements is not stressed:

‘*you put it down.* (command)

You put it down. (statement)

First and third commands

First person and third person command also occur, but less frequently than second person commands. First person command begins with *let* followed by *me* in the singular, or at (normally abbreviated to's) in the plural :

Let me have a look at your essay.

Let's have dinner

(informal)

Third person command has a third person subject, which is preceded by *let* in (formal), often (elevated) style :

Somebody let me out. (informal)

Let somebody else attempt this task. (formal)

2. Request

The word please may be omitted. However, including please makes the request sentence more polite. (please may also be interested at the end, instead of the beginning, of the sentences.³²

The negative word not is used in request sentences when lets or would (or another auxiliary) appears in addition to the main verb. Don't is used in the first pattern above.

Examples :

1. Will you please open the window.
2. Wont you please open the window.
3. Could you please open the window.
4. Why don't you open the window.
5. Why don't we go to the movies.

3. Invitation

- a. Please come in!
- b. Please come to my birthday party!
- c. Please attend the ceremony tomorrow!

³² Krohn Robert, *English Sentence Structure* (USA: The University of Michigan, 1986), p. 66

4. Exhortation

Form : Would you please not + verb

- a. Would you please not come late.
- b. This is our ‘no-smoking are’. Would you please not smoke.
- c. This area is restricted. Would you please not park here.

5. Pray

- a. Bless God with you!
- b. Oh God make us good!
- c. O Lord, forgive our sins!

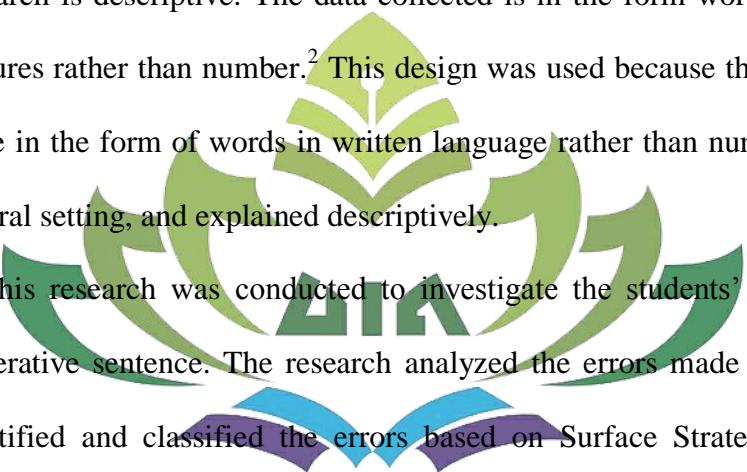


CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed descriptive qualitative research. Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi methods to interpret, understand, explain, and bring meaning to them.¹ According to Bogdan and Biklen in Sugiyono said that qualitative research is descriptive. The data collected is in the form words of words of pictures rather than number.² This design was used because the data of study were in the form of words in written language rather than numbers, taken in natural setting, and explained descriptively.



This research was conducted to investigate the students' error in using imperative sentence. The research analyzed the errors made by students. It identified and classified the errors based on Surface Strategy Taxonomy, classified the students' errors, then describing the proportions (frequency and percentage) of errors made by the students, described the inferences that can be drawn from the classification and then found out the solutions that can be used to solve the problem.

B. Research Subject

Research subject in this research was the seventh grade of SMP Kartika II-2 Persit Bandar Lampung. There were five classes of the seventh grade of

¹Gray Anderson and Nancy Arsenault, *Fundamental of Educational Research* (Philadelphia: The Falmer Press, 1998), p.126

² Sugiyono, *Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2015), p.13

SMP Kartika II-2 Persit Bandar Lampung. For more detail, see the table as follows :

Table 5
The Total Number of the Students at the Seventh Grade of SMP
Kartika II-2 Persit Bandar Lampung in the Academic
Year of 2018/2019

No	Classes	Number of Students
1	VII. 1	35
2	VII.2	37
3	VII.3	35
4	VII.4	30
5	VII.5	35
	Total	175

Source : The Data of Research, in SMP Kartika II-2 Persit Bandar Lampung

Based the table above, there are five classes at the seventh grade of SMP Kartika II-2 Bandar Lampung, such as VII.1, VII.2, VII.3, VII.4, VII.5. Each class consists of 30 students. Thus, total of students are 175 students at the seventh grade of SMP Kartika II-2 Bandar Lampung.

This research took one class of the seventh grade of SMP Kartika II-2 Bandar Lampung for the sample in the research. It was considered by using purposive sampling technique. Purposive sampling technique is a sampling technique which takes the sample because some causes.³ This research took one class of the seventh grade of SMP Kartika II-2 Persit Bandar Lampung as the sample of this research, it was appropriate with purposes sampling technique based on specific purposes.

³ *Ibid*, p.218

Table 6
The Student's Score of Imperative Sentence Test of SMP Kartika II-2
Persit Bandar Lampung the Seventh Grade in the Academic
Year of 2018/2019

No	Score	Class					Total
		VII.1	VII.2	VII.3	VII.4	VII.5	
1	≥ 70	17	19	15	13	14	78
2	< 70	18	18	20	27	19	95
Total		35	37	35	30	35	175

Source : The Data English Teacher of SMP Kartika II-2 Persit B. Lampung

Based on the table above, it can be seen that there are 18 students of class VII.1 and class VII.2 who get under the criteria of minimum mastery (KKM). There are 20 students of class VII.3 and class VII.4 who get under the criteria of minimum mastery. Then in class VII.5 there are 20 students who get under criteria of minimum. The criteria of minimum mastery in SMP Kartika II-2 Bandar Lampung is 70. The students of class VII.4 have under criteria of minimum mastery at most and they may do error. Thus, this research choose class VII.4 that consisted of 30 students as the research subject to be analyzed.

1. Research Procedure

In conducting the research the procedures as follows:

1. Formulating the research problems and determining the focus of the research.

The focus was an error of the students' ability in making imperative sentences.

2. Determining the way to gain the data.

It was taken based on document analysis.

3. Determining the research subject

The subject in this research was the students of the first semester of the seventh grade of SMP Kartika II-2 Persit Bandar Lampung.

4. Taking the document

This research took the document based on the students' English task books. It was the last assignment of students' in making imperative sentence.

5. Identifying and classifying the data

This research identified and classified the students' error in making imperative sentences based on surface strategy taxonomy. Then the researcher described the proportions (frequency and percentage) of errors made by the students.

6. Interviewing the research subject

After identifying and classifying the data, the researcher did interview to know further about the phenomena in the result of research to the students' errors in making imperative sentence.

7. Making the inferences

This research was described the inferences are drawn from the data.

8. Finding the solution

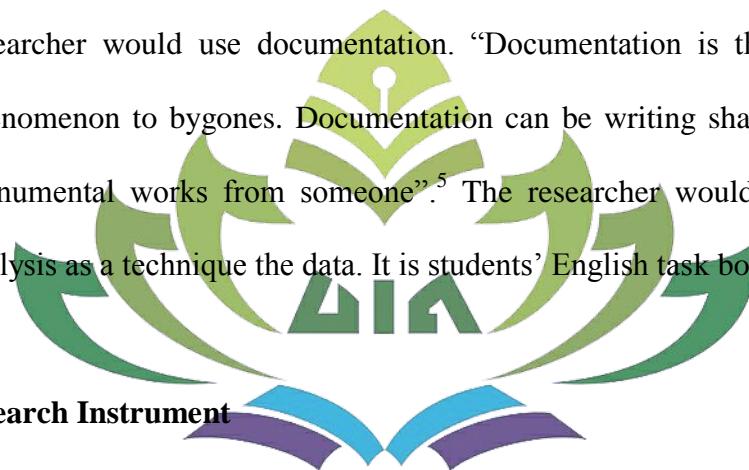
This research found out the solution to solve the problem.

9. Making report findings

After gaining the data, then it made the report of the researcher's finding.

2. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get data. In qualitative research, there are four kinds of techniques to collect the data, such as observation, interview, documentation, and triangulation/composite.⁴ In order to get the data, the researcher would use documentation. "Documentation is the transcript of phenomenon to bygones. Documentation can be writing shaped, picture, or monumental works from someone".⁵ The researcher would use document analysis as a technique the data. It is students' English task books.



3. Research Instrument

In qualitative research, the researcher is as human instrument which determines the research focus, chooses the informant as source the data, does the collecting of data, analyzes the data, makes the conclusion of his/her finding.⁶

In this research, the researcher would take one assignment in students' English texts books. It was the last assignment of writing imperative sentences. The researcher would analyze the students' imperative sentences based on surface strategy taxonomy.

⁴ *Ibid*, p. 224

⁵ *Ibid*, p. 240

⁶ *Ibid*, p.244

4. Data Analysis

Ellis in Tarigan stated there are five steps to analyze the data which contains students' errors. It consists of collecting the data, identifying the errors, classifying, explaining, and evaluating.⁷ While Sugiyono states that data analysis is the process of systematically searching and arranging in the interview scripts, fields notes, and other material that you accumulate to increase your own standing of them to enable you to present what you discovered with others.⁸ Data analysis is conducted to create understanding of the data and enable for this research to present the result of this research to the readers. In analyzing the students' error in making imperative sentences, this research used technique as follows:

1. Collecting the data from the students' task.
2. Identifying the data of the students' error by underlining the errors items.
3. Classifying the students' error based on Surface Strategy Taxonomy.
4. Calculating the percentage of each type of students' errors by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Explanations :

P = Percentage

F = Frequency of error's occurrence

⁷ Hendri Guntur Tarigan and Djago Tarigan, *Pengajaran Analysis Kesalahan Berbahasa*. (Bandung: Angkasa,2011)
 Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 306

N = Number of total errors.⁹

5. Describing the inferences are drawn from data.
6. Finding out the solution can be used to solve the problem



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

This research tried to find four points, The first was to identify and classify the kinds of errors that students made in making imperative sentences based on Surface Strategy Taxonomy. The second was to find out the proportions (frequency and percentage) of errors that the students made in making imperative sentences based on surface strategy taxonomy. The third was to describe the inferences that can be drawn from the classification. The fourth was to find out the solution that can be used to solve the problem. In collecting the data, the researcher used documentation. Document is transcript of phenomenon to bygones. Document can be writing shaped, picture, or monumental works from someone.¹ This research used document analysis as a technique in collecting the data.

In this research, it took the last assignment of imperative sentence writing given by the teacher. The data were gained from the students' writing of the seventh grade of SMP Kartika II-2 Persit Bandar Lampung. The students' task were identified and classified based on surface strategy taxonomy.

¹ Heidi Dulay, et al., *Language Two*, (New York: Oxford University Press), 1982), p. 240

1. Types of Errors Done By the Students in Making Imperative Sentences Based on Surface Strategy Taxonomy

There are four types of surface strategy taxonomy. They are omission, addition, misfomation, and misordering. After checking the students' writing, it was found that there are 157 items of errors. The total numbers of errors of seventh grade of SMP Kartika II-2 Persit Bandar Lampung can be seen in the table as follows:

Table 7
The Total Number of Errors Made by the Students at the Seventh Grade of SMP Kartika II-2 Persit Bandar Lampung in the Academic Year of 2018/2019

No	Kinds of Errors	Number of Error
1.	Omission	5 items
2.	Addition	16 items
3.	Misformation	130 items
4.	Misordering	6 items
Total		157items

Source : The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung

Based on the table above, it can be classified that there are four types of errors made by the students in making imperative sentences based on surface strategy taxonomy. It can be found that there is level of error made by the students that can be seen from the table in the lowest to highest items. Based on the analyze, the lowest error is omission error that was 5 items, then misordering error is 6 items, and then addition error is 16 items, and the highest place of students' errors is misformation errors that consists of 130

items. So it can be concluded that the total number of errors are 157 items errors made by the students in making imperative sentence at the seventh grade of SMP Kartika II-2 Persit Bandar Lampung,

2. Proportion (Frequency and Percentage) Students' Errors in Making Imperative Sentence

After classifying the types of errors in making imperative sentences, then identified the proportion (frequency and percentage) of the students' error in making imperative sentences based on surface strategy taxonomy. Let us see the table below :

Table 8
The Proportion of the Students' Errors in Making Imperative Sentence at the Seventh Grade of SMP Kartika II-2 Persit Bandar Lampung in the Academic Year of 2018/2019

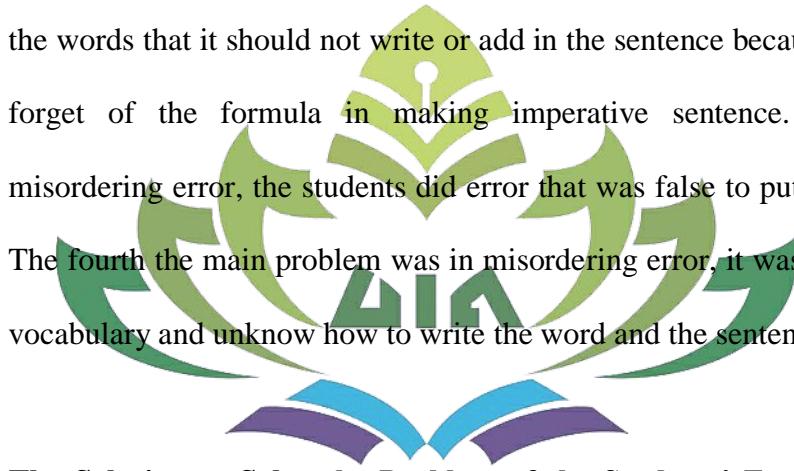
No	Kinds of Errors	Frequency	Percentage
1.	Omission	5 items	3.18%
2.	Addition	16 items	10.19%
3.	Misformation	130 items	82.80%
4.	Misordering	6 items	3.82%
Total		157 items	100%

Source : The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung

From the table based on the analysis, it can be found that there are four types of errors. The frequency and percentage based on surface strategy taxonomy are misformation error that are 82.80%, then 10.19% of addition error, 3.82% of misordering error, and 3.18% of omission errors.

3. The Inferences from The Classification of Students's Errors in Making Imperative Sentence

Based on the identification and classification and also found of the proportion (frequency and percentage), it was found that there were some errors found when done this research in making imperative sentences at SMP Kartika II-2 Persit Bandar Lampung. There were four problems that the students done. The first in omission error, the students did not understand of grammatical. The second in addition error, the students added the words that it should not write or add in the sentence because the students forgot of the formula in making imperative sentence. The third in misordering error, the students did error that was false to putting the words. The fourth the main problem was in misordering error, it was caused lack of vocabulary and unknow how to write the word and the sentences correctly.

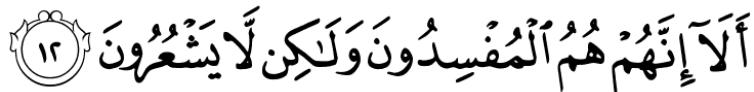


4. The Solution to Solve the Problem of the Students' Errors in Making Imperative Sentence

After describing the classification, this research found out that there were three inferences gotten based on the result of the problem, because of that this research look for the solution based on the result of the problem that was classified. The solution is the motivation of the students.

B. Discussion

In the Holy Qur'an, Allah says :



“Remember, actually they made a flaw, but they did realize it.” (Al-Qur'an : Al-Baqarah :12)² it is like an error, people cannot identify their errors by themselves. An error can be identified by orders. People need the explanation about their errors and errors may not happen again. That is why, the researcher analyzed students' errors at the seventh grade of SMP Kartika II-2 Persit Bandar Lampung.

Based on this research, the objective of this research was to identify and classify the kinds of errors in making imperative sentences based on surface strategy taxonomy, to find out the proportion (frequency and percentage) of errors that the students made in making imperative sentence in their task based on surface strategy taxonomy; omission, addition, misformation, and misordering, to describe the inferences that could be drawn from the classification, and to find out the solution to solve the problem.

1. Types of Errors

After collecting the data from the students, then it identified and classified based on surface strategy taxonomy, then analyzed 30 data from the seventh grade students at SMP Kartika II-2 Persit Bandar Lampung

² The Holy Qur'an and Translation, (Bandung : PT Sygma Examedia Arkanleema),p. 3

which contain errors in making imperative sentences. It was found that the students at the seventh grade of SMP Kartika II-2 Persit Bandar Lampung committed errors in making imperative sentences into four types of errors based on surface strategy taxonomy. They were omission, addition, misformation, and misordering.

a. Omission errors

Omission errors are categorized by the omitting item that should be appeared in a well-formed utterance.³ This error occurred when the learners omitted some required components from their sentences. The learners omitted some components like verb and to be. In this research, the error of omission were the omission of auxiliary verbs or be. Imperative sentences needs verb I to be in the sentence and also need be when it uses adverb or adjective verb. Let us see the table of omission below.

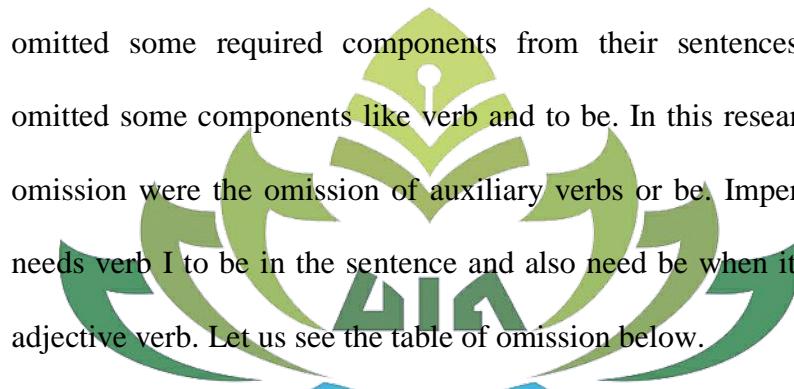


Table 9
**The Total Number and Percentage of Omission Errors
in Making Imperative Sentence**

Kinds of Error	Total Number	Percentage
Omission	5 items	3.18%

Source : The Data Analysis in SMP Kartika II-2 Persit BandarLampung

From the table based on the analysis, it was found that there are 5 of 157 items omission errors of the total number of errors. The following data are represented as example of omission errors made by the students:

1. (82) *Off the lamp, please!*

³ Heidi Dulay, et.al.,Op.Cit, p. 154

2. (83) *Don't late tomorrow please!*

3. (126) *Don't afraid, please!*

In the data (1-3), the omission error can be identified of missing word and to be should be added. In imperative sentence, when the positive form the first word should be written is verb I, but in the first data, it does not put the verb, and then when the form is negative then after *don't* it should use verb I too, and the last when the sentence use adjective then it can be added 'be' in the sentence. Here is revision for the omission error;



b. Addition errors

Addition errors are which characterized by the presence of an item which must not be appeared in a well-formed utterance.⁴ It occurs because the learner gets failure to omit unimportant item in sentence. In this research, the errors of addition were the addition of word like "to" and double of verb that were unimportant to be used in the sentence. Let us see the table of addition below:

⁴ Ibid, p. 156

Table 10
The Total Number and Percentage of Addition Errors
in Making Imperative Sentence

Kinds of Error	Total Number	Percentage
Addition	16 items	10.19%

Source : The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung

From the table based on the analysis, it was found that there are 16 of 157 items addition errors of the total number of errors. The following data are represented as example of addition errors made by the students:

- 4. (11) Help don't take a pen
- 5. (36) Please to borrow your pen!
- 6. (60) Please do don't open window

In the data (4-6), the addition errors can be identified that the students are still confused to write the sentence correctly. The students write the words should not be added. Here is revision for the omission error;

- 7. Don't take a pen
- 8. Please borrow your pen!
- 9. Please don't open window

c. Misformation errors

Misformation error is which characterized by the wrong form of morpheme or structure.⁵ In this case, the students failed in making imperative sentence using verb I. There were some causes of the learner

⁵ Ibid, p.158

made sentences incorrectly such as the students did not know which verb should be used, some students used verb 2 and also verb-ing put in the sentences. And then many of students also write the word wrongly. Let us see the table of misformation below

Table 11
The Total Number and Percentage of Misformation Errors
in Making Imperative Sentence

Kinds of Error	Total Number	Percentage
Misformation	130 items	82.80%

Source : The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung

From the table based on the analysis, it was found that there are 130 of 157 items misformation errors of the total number of errors. The following data are represented as example of misformation errors made by the students:

7. (1) *please open your book*

8. (4) *please tarn off your light*

9. (25) *please called my friend*

10 (26) *don't closed the door*

From the data (7-10) the misformation error can be identified that the students don't know how to write the word correctly and they don't know that the verb should be used in imperative sentence is verb I. Here is revision for the omission error;

7. *please open your book*

8. *please turn off your light*

9. *please call my friend*

10. *don't close the door*

d. Misordering errors

Misordering is the errors that characterized by incorrect placement of a morpheme or group of morphemes in an utterance.⁶ The students committed errors in misordering error. They committed incorrect placement in their sentences. In this research, there were found errors which students made the same of structure of some sentences. They are positive and negative sentences. Let us see the table of misordering below

**Table 12
The Total Number and Percentage of Misordering Errors
in Making Imperative Sentences**

Kinds of Error	Total Number	Percentage
Misordering	6 items	3.82%

Source : *The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung*

From the table based on the analysis, it was found that there are 6 of 157 items misordering errors of the total number of errors. The following data are represented as example of misordering errors made by the students:

11. (90) *open don't the door please!*

12 (23) *close don't the window please!*

From the data (11-12) the misordering error can be identified that the students do error in putting the words from the data 11 and 12 it can be

⁶ Ibid, p. 162

seen that they are negative form of imperative sentence so it should write ‘don’t’ after that verb I but the students do wrongly in write verb in first.

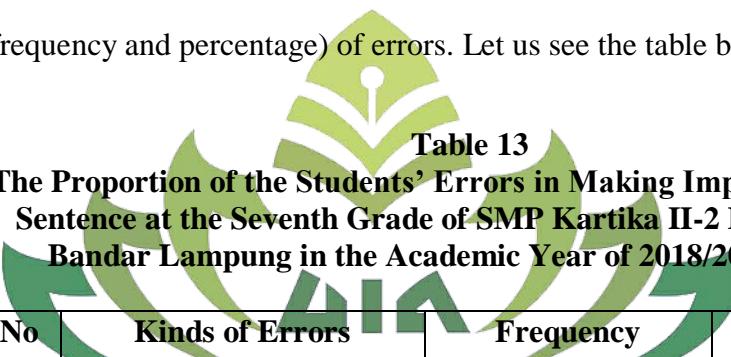
Here is revision for the omission error;

11 don't open the door please!

12 don't close the window please!

2. The proportion (frequency and percentage)

According to the result, the researcher calculated the proportions (frequency and percentage) of errors. Let us see the table below.


Table 13
The Proportion of the Students' Errors in Making Imperative Sentence at the Seventh Grade of SMP Kartika II-2 Persit Bandar Lampung in the Academic Year of 2018/2019

No	Kinds of Errors	Frequency	Percentage
1.	Omission	5 items	3.18%
2.	Addition	16 items	10.19%
3.	Misformation	130 items	82.80%
4.	Misordering	6 items	3.82%
Total		157 items	100%

Source : *The Data Analysis in SMP Kartika II-2 Persit Bandar Lampung*

Based on the table above, it was found that the first percentage of error comes to misformation which is 130 of 157 items from the total errors 82.80%. The second is addition error which is 16 of 157 items (10.19%). The third is misordering error which is 6 of 157 items (3.82%). The last error is omission errors which is 5 of 157 items (3.18%). So it can be

concluded that the highest error made by the students in making imperative sentence is misformation with percentage 82.80% and the lowest errors made by the students in making imperative sentence is omission with percentage 3.18%.

3. The Inferences

According to analysis done about the students errors in making imperative sentences in SMP Kartika II-2 Persit Bandar Lampung, based on the identification and classification and also the proportion (frequency and percentage), the most error done by the students was misformation. It was found that there are some errors done by the students. Based on the interview that the researcher done in SMP Kartika II-2 Persit Bandar Lampung. When the students did speaking using imperative sentences directly each others, they could speak well with good spoken, but when they wrote they got difficulties to write right words⁷. Here the researcher concluded the problem of the students in making imperative sentences.

There are four inferences that the researcher found in analysis, they are:

1. The students do not comprehend the grammatical system

There are two types of sentences in English, they are verbal and nominal. It also happens in imperative sentences, there are formulas in verbal and nominal sentences as well. When the sentence in verbal form, so it only uses verb I, and when the sentence in nominal sentence, so the sentence will use to be. The sentence will be correct if the words are

⁷ The students seventh grade, at SMP Kartika II-2 Bandar Lampung, an Interview

written following the formula of imperative sentence. But in the research, it was found that the students do not master the English grammatical system. Si it was found two phenomena the error of the students based on grammatical system. First, they do not understand which sentence should use verb and to be. Second, they put the words incorrectly in the sentence. It was analyzed this phenomena can be classified in errors based on the data of their tasks , they are omission error and misordering error. Based on the interview of the students, the researcher asked for the students did these errors (the students' omission error and misordering error). It was gotten first, they do not understand verbal and nominal sentences. Because of that, the students do not know when the nominal sentence should use to be. Second, they do not understand of the formula of imperative sentence so they cannot arrange the words based on the formula of imperative sentence. The examples of students' error based on omission errors and misordering errors can be seen below.

1. *Don't late tomorrow please!*
2. *Don't afraid please*
3. *Off the lamp, please!*

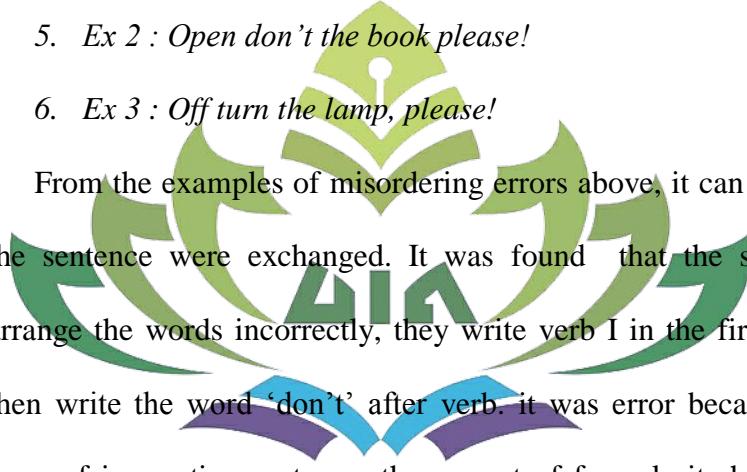
From the examples of omission errors above, it can be seen from the examples, the first and the second are nominal sentence in imperative sentence who using negative form. When the sentence using adjective so the sentence should be added 'be' but the students miss to be n the sentence, the correct sentences "don't be late tomorrow, please!" and

“don’t be afraid please!”. The third sentence is verbal sentence in imperative sentence. The formula in negative of imperative sentence is *Don’t + Verb I + C*. From the example should put the verb I but the students missed verb I in the sentence . The student only put the preposition without add the verb. Based on the formula of imperative sentence, it should put the verb in the sentence. So the correction of the third example will be “Turn off the lamp, please!”.

4. *Ex 1 : close don’t the door, please!*

5. *Ex 2 : Open don’t the book please!*

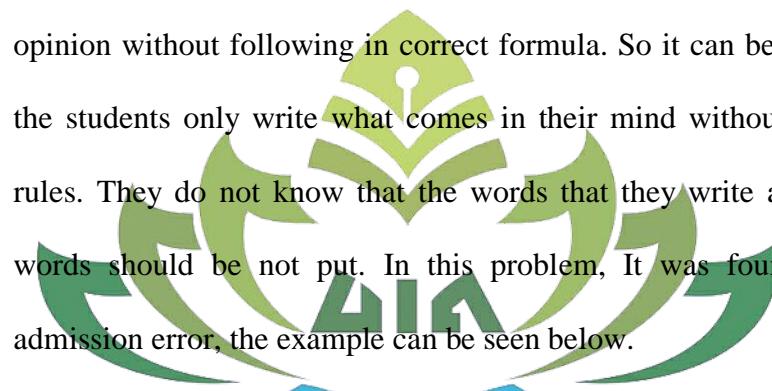
6. *Ex 3 : Off turn the lamp, please!*



From the examples of misordering errors above, it can be seen that all the sentence were exchanged. It was found that the students do not arrange the words incorrectly, they write verb I in the first sentence and then write the word ‘don’t’ after verb. it was error because in negative form of imperative sentence, the correct of formula it should the verb I written after ‘don’t’. the right sentence will be “don’t close the door please!” and “don’t open the book please!”. In the third sentence, the student did error in write the proportion of verb. It should be added after the verb. The right sentence will be “turn off the lamp, please!”.

2. The students only write what comes in their mind without following the rules

When write the sentence it should write based on the formula of the sentences. In this thesis the sentence should be followed the formula of imperative sentence without add any words were not needed. But in the data analysis of the sentence, the researcher found that the students added unimportant words should not be added in the sentence. Based on the interview, the students said they only write the sentence based on their opinion without following in correct formula. So it can be concluded that the students only write what comes in their mind without following the rules. They do not know that the words that they write are unimportant words should be not put. In this problem, It was found that was in admission error, the example can be seen below.



Ex 1: please to borrow your pen!

Ex 2: Don't to open your book!

Ex 3: help don't take a pen!

From the example above, there are one positive sentence and two negative sentences. The first and the second, the students did errors which add unimportant word of ‘to’ in the sentences. It should not be added, because in imperative sentence the verb used only simple Verb I without any others. The correct sentence would be like *please borrow your pen!* and *don't open your book!*. The third sentence, the students did error by writing two verbs. In imperative sentence only uses one verb. The formula

of imperative sentence uses *Verb I + Object* and it can use the word ‘please’ to make the sentence be polite, it can be added in the first or the end of the sentences. Let us see the third example, the student added the verb of ‘help’ in the first word of sentence. The student purposed writing the word of ‘help’ in the sentence because it makes the sentence be more polite. But it is called error, in imperative sentence to make the sentence be more impolite can be added the word of ‘please’. But in the example, the students change the word of *please* be ‘help’ So it is called double verbs.

The correction will be ‘*please don’t take a pen!*

3. The students do not understand the spelling in the verbs

In English there are differences of spelling between spoken and written. When speaking about words in English, the writing will be different. Because the spelling of English and Indonesian are different this phenomena many happens in misformation errors. The students wrote the verb incorrectly in the sentence. Based on the interview of the students, the students were asked why they write incorrect verb. The students said mostly they only can speak without know how is the correct written. They only wrote the spelling based on their mind. Because if it was analyzed based on the formula then it would be correct. The errors were found only in spelling of the verbs. The example could be seen below.

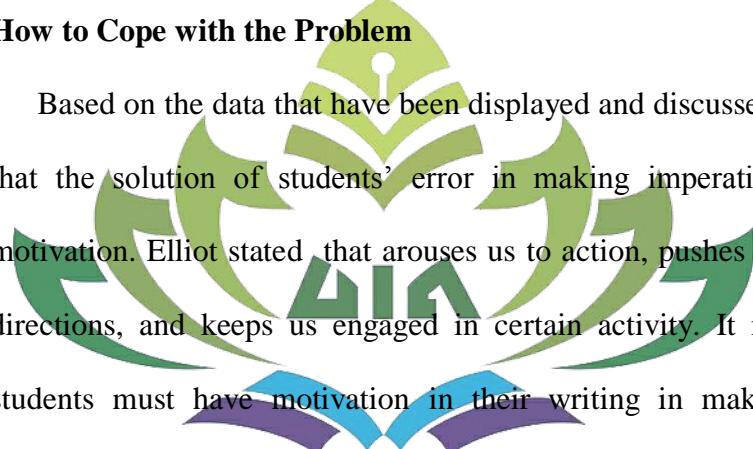
Ex 1 : please tarn on the light!

Ex 2 : Please tarn off the light

Ex 3: Please open the window!

Based on the examples above, it could be seen that all examples were wrong on written of verbs. The students did error in the first and second examples, the student writes the verbs of ‘turn on’ be ‘tarn on’. In the third sentence the verb of ‘opent’ should be ‘open’. It could be analyzed that the students knew how to speak but did not know how wrote the sentence correctly.

4. How to Cope with the Problem



Based on the data that have been displayed and discussed, it was found that the solution of students’ error in making imperative sentence is motivation. Elliot stated that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activity. It means that the students must have motivation in their writing in making imperative sentence to produce their feelings, engaged their imaginations and utilizes their thinking skills. If the students lacked of motivation in writing imperative sentence, it is one of prime source of low achievement and It has possibility that errors will be appear in their writing process. The students must practice more about the spelling of writing correctly.

Based on the phenomena, it is indicated that the students may already acquired a lot of number of English words, but they got difficulties in arranging them into well developed students. The students made errors in their writing, especially in making sentence. Most students wrote sentence

incorrectly and ungrammatically. Referring to the example given, it could be seen that the sentences using past participle. Thus, the phenomena had to be reminded and they may not happen again.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research had the aims of classifying and describing the errors of making imperative sentences made by the seventh grade students of SMP Kartika II-2 Persit Bandar Lampung. As it had been done, the researcher was conducted to SMP Kartika II-2 Persit Bandar Lampung. By studying errors, as they existed in the students' writing, the students' difficulties in making imperative sentence could be analyzed how far the students might have faced.

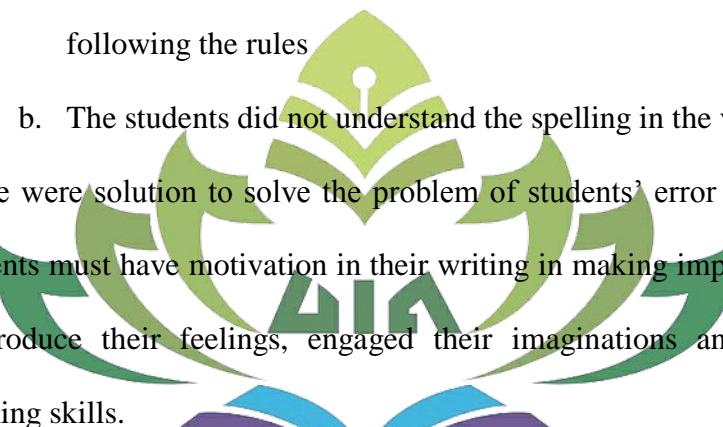
From the analysis, it could be inferred that the students' ability in making imperative sentence was still low. It could be seen from the result of analyze, it was showed by students made errors in making imperative sentence. From the data, it concluded as follows:

1. The students made four types of errors. The highest error was misformation error which was 130 of 157 items and the lowest error was omission which is 5 of 157 items.
2. The total number of errors committed by the students were 157 items.

Here the proportions (frequency and percentage) of four error types:

- a. The number of misformation error was 130 items, and the percentage is 82.80%
- b. The number of Addition errors was 16 items, and the percentage was 10.19%

- c. The number of misordering errors was 6 items, and the percentage was 3.82%
 - d. The number of Omission errors was 5 items, and the percentage was 3.18%
3. There were three types of the inferences based on the classification, here were the inferences such as:
- a. The students did not comprehend the grammatical system
 - a. The students only wrote what comes in their mind without following the rules
 - b. The students did not understand the spelling in the verbs
4. There were solution to solve the problem of students' error such as that the students must have motivation in their writing in making imperative sentence to produce their feelings, engaged their imaginations and utilizes their thinking skills.



Finally hope that the data analysis can increase the teacher in teaching process and motivate the students to study diligently.

B. Suggestion

Based on the findings of this research, the researcher gave some suggestions can be citied as follows:

1. For the English Teacher

The students' errors show how far they had understood the lesson and what remains for them to learn. By studying the students' errors

and knowing the areas of difficulty, the teacher will give kinds of verb I of the students' knowledge of language, particularly in making imperative sentence. Furthermore, the teacher will give practicing to the students after teaching as well. Those can be done if the teacher pay more attention to the problem in making imperative sentence and give more emphasis in their learning process. The teacher establish a remedial session for teaching the use of verb I in imperative sentence, because the finding of the research shows that the students are mostly make word and sentence incorrectly.

2. For the Students

The students should learn and practice more in learning English especially in imperative sentence. They can learn through teacher or friends to improve their English especially in imperative sentence.

3. For the other researcher

The suggestion is to given to the other researchers necessary conduct further research with same object and different perspective in other grammatical in English because many students still lack of knowledge about grammatical. It can used as the input for improvement of language teaching.

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Appendix 1
Sample of the Research

Table 14
Data of Sample

No	Class	Students' Name	Score	Description
1	VII. 4	A.M	10	Under Standard Score
2	VII. 4	A.A.Y	-	Under Standard Score
3	VII. 4	A.R.D.P	70	Standard Score
4	VII. 4	A.R.P	70	Standard Score
5	VII. 4	A.K	70	Standard Score
6	VII. 4	A.P	60	Under Standard Score
7	VII. 4	C.H.Z	90	Standard Score
8	VII. 4	D.O.N.R	80	Standard Score
9	VII. 4	D.A	-	Under Standard Score
10	VII. 4	E.L.N	80	Standard Score
11	VII. 4	J.D.P	50	Under Standard Score
12	VII. 4	M.D.F	40	Under Standard Score
13	VII. 4	M.A.P.K	10	Under Standard Score
14	VII. 4	M.N.H	60	Under Standard Score
15	VII. 4	M.R.N.A	-	Under Standard Score
16	VII. 4	N.Q.A.F	70	Standard Score
17	VII. 4	N.I.H	40	Under Standard Score
18	VII. 4	N.N.H	80	Standard Score
19	VII. 4	R.A.D.U	50	Under Standard Score
20	VII. 4	R.Y.P	50	Under Standard Score
21	VII. 4	R.W.R	70	Standard Score
22	VII. 4	S.K	60	Under Standard Score
23	VII. 4	S.M.S	40	Under Standard Score
24	VII. 4	T.H.P	-	Under Standard Score
25	VII. 4	T.T.A	40	Under Standard Score
26	VII. 4	T.K.S	40	Under Standard Score
27	VII. 4	U.D	40	Under Standard Score
28	VII. 4	V.A.R	30	Under Standard Score
29	VII. 4	V.B	70	Standard Score
30	VII. 4	Z.H.H	80	Standard Score

Appendix 2

Table 15
The Correction of the Errors Found in Students' in Making Imperative Sentence

No	The Students' Error	Correction	Errors Types
1	Please opan your book	Please open your book	Mf
2	Please opan the box	Please open the box	Mf
3	Please tarn on the light	Please turn on the light	Mf
4	Please tarn off the light	Please turn off the light	Mf
5	Please don't opan your book	Please don't open your book	Mf
6	Please don't opan your box	Please don't open your box	Mf
7	Please don't opan the door	Please don't open the door	Mf
8	Please don't tarn on the light	Please don't turn on the light	Mf
9	Please don't tarn off the light	Please don't turn off the light	Mf
10	Please turn of my computer!	Please turn off my computer!	Mf
11	Help don't take a pen	don't take a pen	Ad
12	Help don't take a shoes	don't take a shoes	Ad
13	Don't in a window	Don't open a window	Mf
14	Please opent the window!	Please open the window!	Mf
15	Please opent the door!	Please open the door!	Mf
16	Please opent the book!	Please open the book!	Mf
17	Please opent the desk!	Please open the desk!	Mf
18	Please opent the table!	Please open the table!	Mf
19	Don't opent the window please!	Don't open the window please!	Mf
20	Don't opent the book please!	Don't open the book please!	Mf
21	Don't opent the desk please!	Don't open the desk please!	Mf
22	Don't opent the door please!	Don't open the door please!	Mf
23	Don't opent the table please!	Don't open the table please!	Mf
24	Please closed the door	Please close the door	Mf
25	Please called my friends	Please call my friends	Mf
26	Don't closed the door	Don't close the door	Mf
27	Don't called my friends	Don't call my friends	Mf
28	Don't putt the book please!	Don't put the book please!	Mf
29	Please don't sitt the chair	Please don't sit the chair	Mf
30	Please putt the book!	Please put the book	Mf
31	Please turn of my computer!	Please turn off my computer!	Mf
32	Please up my chair in class!	Please take up my chair in class!	Mf
33	Don't smoking in there area!	Don't smoke in the area!	Mf

34	Don't cheating in the class!	Don't cheat in the class!	Mf
35	Don't smoking in the class!	Don't smoke in the class!	Mf
36	Please, to borrow your pen!	Please, borrow your pen!	Ad
37	Please, to open your book!	Please open your book!	Ad
38	Please, to use pen to exam!	Please use pen to exam!	Ad
39	Please, to open your game!	Please open your game!	Ad
40	Please, to open the shoes!	Please open the shoes!	Ad
41	Don't to borrow your pen please!	Don't borrow your pen please	Ad
42	Don't to open your book!	Don't open your book!	Ad
43	Don't to use pen to exam!	Don't use pen to exam!	Ad
44	Don't to open the game!	Don't open the game!	Ad
45	Don't to open the shoes!	Don't to open the shoes!	Ad
46	Please don't walking on the road!	Please walk on the road!	Mf
47	Please don't smoking in this area!	Please don't smoke in this area!	Mf
48	Please don't cheating on this exam!	Please don't cheat on this exam!	Mf
49	Don open the window please!	Don't open the window please!	Mf
50	Don open your book please!	Don't open your book please!	Mf
51	Don give me book please!	Don't give me book please!	Mf
52	Don close the door please!	Don't close the door please!	Mf
53	Don give me pencil please!	Don't give me pencil please!	Mf
54	Please opent the window!	Please open the window!	Mf
55	Don't opent the window please!	Don't open the window please!	Mf
56	Please opent your book!	Please open your book!	Mf
57	Don't opent your book please!	Don't open your book please!	Mf
58	Please turnt on the lamp!	Please turn on the lamp!	Mf
59	Don't turnt on the lamp please!	Don't turn on the lamp please!	Mf
60	Please do don't open window	Please don't open window	Ad
61	Please do don't open door	Please don't open door	Ad
62	Please do don't close bag	Please don't close bag	Ad
63	Please do don't give me book	Please don't give me book	Ad
64	Please teke my smartphone	Please take my smart phone	Mf
65	Please opent the window	Please open the window	Mf
66	Please teke my pen	Please take my pen	Mf
67	Please teke my book	Please take my book	Mf
68	Don't gett my money	Don't get my money	Mf

69	Don't open the door	Don't open the door	Mf
70	Don't turn off the light	Don't turn off the light	Mf
71	Don't open the window	Don't open the window	Mf
72	Don't take my pen	Don't take my pen	Mf
73	Please bring me that shoes!	Please bring me that shoes!	Mf
74	Please give me money!	Please give me money!	Mf
75	Please put your bag there!	Please put your bag there!	Mf
76	Please wash your hand!	Please wash your hand!	Mf
77	Don't eat that fruit Please!	Don't eat that fruit Please!	Mf
78	Don't swim at here Please!	Don't swim at here Please!	Mf
79	Don't put your bag here Please!	Don't put your bag here Please!	Mf
80	Don't read this book Please!	Don't read this book Please!	Mf
81	Don't climb that tree Please!	Don't climb that tree Please!	Mf
82	Turn off the lamp, please!	Turn off the lamp, please!	Om
83	Don't be late tomorrow please!	Don't be late tomorrow please!	Om
84	Please kill the bowl	Please kill the bowl	Mf
85	Doesn't kill the bowl please	Doesn't kill the bowl please	Mf
86	Don't open the door please	Don't open the door please	Mf
87	Don't borrow pen please	Don't borrow pen please	Mf
88	Don't borrow pencil please	Don't borrow pencil please	Mf
89	Don't open the book please	Don't open the book please	Mf
90	Don't open the door please!	Don't open the door please!	Md
91	Don't open the book please!	Don't open the book please!	Md
92	Don't open window please!	Don't open window please!	Md
23	Don't close the window please!	Don't close the window please!	Md
94	Don't close the door please!	Don't close the door please!	Md
95	Please turn off the light	Please turn off the light	Mf
96	Please turn on the light	Please turn on the light	Mf
97	Please don't turn on the light	Please don't turn on the light	Mf
98	Please don't turn off the light	Please don't turn off the light	Mf
99	Don't play a game	Don't play a game	Mf
100	Don't swim in the deep sea	Don't swim in the deep sea	Mf
101	Don't play a knife	Don't play a knife	Mf
102	Please close the door	Please close the door	Mf
103	Don't close the door please!	Don't close the door please!	Mf
104	Don't close the window	Don't close the window	Mf

	please!	please!	
105	Don't clos the frezer please!	Don't close the frezeer please!	Mf
106	Please open the door?	Please open the door!	Mf
107	Please close in the shoop?	Please close in the shop!	Mf
108	Please close the door?	Please close the door!	Mf
109	Please open the windows?	Please open the windows!	Mf
110	Please close the windows?	Please close the windows!	Mf
111	Don't please in the shoop!	Don't steal in the shop!	Mf
112	Please opening the book!	Please open the book!	Mf
113	Please closing the door!	Please close the door!	Mf
114	Takeing a pen please!	Take a pen please!	Mf
115	Helping me please!	Help me please!	Mf
116	Reading the book please!	Read the book please!	Mf
117	Don't opening door!	Don't open the door!	Mf
118	Don't eating my bread!	Don't eat my bread!	Mf
119	Don't drinking!	Don't drink!	Mf
120	Don't studying biologi!	Don't study biology!	Mf
121	Don't smoking!	Don't smoke!	Mf
122	Please reading book!	Please read book!	Mf
123	Please watching TV!	Please watch TV!	Mf
124	Please eating noodle!	Please eat noodle!	Mf
125	Please clause the window!	Please close the window!	Mf
126	Don't afraid please!	Don't be afraid please!	Om
127	Don't talking me!	Don't talk to me!	Mf
128	Don't touching!	Don't touch!	Mf
129	Please opent the book!	Please open the book!	Mf
130	Don't opent the book please!	Don't open the book please!	Mf
131	Please opent the window!	Please open the window!	Mf
132	Don't opent the window please!	Don't open the window please!	Mf
133	Please opent the door!	Please open the door!	Mf
134	Don't opent the door please!	Don't open the door please!	Mf
135	Please eating a cake!	Please eat a cake!	Mf
136	Please cooking a cake!	Please cook a cake!	Mf
137	Please cutting a cake	Please cut a cake	Mf
138	Don't makeing a cake	Don't make a cake	Mf
139	Don't cooking a cake!	Don't cook a cake!	Mf
140	Don't cooking a cake!	Don't cook a cake!	Mf
141	Please writing a book!	Please write a book!	Mf
142	Please playing ball!	Please play ball!	Mf
143	Please red a book!	Please read a book!	Mf
144	Please opan the door!	Please open the door!	Mf
145	Don't speaking with me!	Don't speak with me!	Mf
146	Off turn the lamp, please!	Turn off the lamp, please!	Md
147	Don't writing my name!	Don't write my name!	Mf

148	Please the book!	Please open the book!	Om
149	Please, on the lamp!	Please, turn on the lamp!	Om
150	Don't smoking in here!	No smoking in here!	Mf
151	Don't playing ball!	Don't play ball!	Mf
152	Don't red a book!	Don't read a book!	Mf
153	Opent the door Please!	Open the door Please!	Mf
154	Don't smooking	Don't smoke	Mf
155	Don't turn of the light	Don't turn off the light	Mf
156	Pleas close me Tupperware	Please close me Tupperware	Mf
157	Please don't smoking in here	Please don't smoke in here	Mf

Explanation :

Om : Omission

Ad : Addition

Mf : Misformation

Mo : Misordering



Appendix 3

Table 16
The Classification of Errors Committed by Omission

No	The Students' Errors	Correction	Type of Error
1	_____ Off the lamp, please!	Turn off the lamp, please!	OM
2	Don't _____ late tomorrow please!	Don't be late tomorrow please!	
3	Don't _____ afraid please!	Don't be afraid please!	
148	Please _____ the book!	Please open the book!	
149	Please, _____ on the lamp!	Please, turn on the lamp!	

Table 17
The Classification of Errors Committed by Addition

No	The Students' Errors	Correction	Type of Error
1	Help don't take a pen	Please don't take a pen	AD
2	Help don't take a shoes	Please don't take a shoes	
3	Please, to borrow your pen!	Please, borrow your pen!	
4	Please, to open your book!	Please open your book!	
5	Please, to use pen to exam!	Please use pen to exam!	
6	Please, to open your game!	Please open your game!	
7	Please, to open the shoes!	Please open the shoes!	
8	Don't to borrow your pen please!	Don't borrow your pen please	
9	Don't to open your book!	Don't open your book!	
10	Don't to use pen to exam!	Don't use pen to exam!	
11	Don't to open the game!	Don't open the game!	
12	Don't to open the shoes!	Don't to open the shoes!	
13	Please do don't open window	Please don't open window	
14	Please do don't open door	Please don't open door	
15	Please do don't close bag	Please don't close bag	
16	Please do don't give me book	Please don't give me book	

Table 18
The Classification of Errors Committed by Misformation

No	The Students' Errors	Correction	Type of Error
1	Please opan your book	Please open your book	
2	Please opan the box	Please open the box	
3	Please tarn on the light	Please turn on the light	
4	Please tarn off the light	Please turn off the light	
5	Please don't opan your book	Please don't open your book	
6	Please don't opan your box	Please don't open your box	
7	Please don't opan the door	Please don't open the door	
8	Please don't tarn on the light	Please don't turn on the light	
9	Please don't tarn off the light	Please don't turn off the light	
10	Please turn of my computer!	Please turn off my computer!	
11	Don't in a window	Don't open a window	
12	Please opent the window!	Please open the window!	
13	Please opent the door!	Please open the door!	
14	Please opent the book!	Please open the book!	
15	Please opent the desk!	Please open the desk!	
16	Please opent the table!	Please open the table!	
17	Don't opent the window please!	Don't open the window please!	
18	Don't opent the book please!	Don't open the book please!	
19	Don't opent the desk please!	Don't open the desk please!	
20	Don't opent the door please!	Don't open the door please!	
21	Don't opent the table please!	Don't open the table please!	
22	Please closed the door	Please close the door	
23	Please called my friends	Please call my friends	
24	Don't closed the door	Don't close the door	
25	Don't called my friends	Don't call my friends	
26	Don't putt the book please!	Don't put the book please!	
27	Please don't sitt the chair	Please don't sit the chair	
28	Please putt the book!	Please put the book	
29	Please turn of my computer!	Please turn off my computer!	
30	Please up my chair in class!	Please take up my chair in class!	
31	Don't smoking in there area!	Don't smoke in the area!	
32	Don't cheating in the class!	Don't cheat in the class!	
33	Don't smoking in the class!	Don't smoke in the class!	
34	Please don't walking on the road!	Please walk on the road!	
35	Please don't smoking in this area!	Please don't smoke in this area!	
36	Please don't cheating on this	Please don't cheat on this	

	exam!	exam!	MF
37	Don open the window please!	Don't open the window please!	
38	Don open your book please!	Don't open your book please!	
39	Don give me book please!	Don't give me book please!	
40	Don close the door please!	Don't close the door please!	
41	Don give me pencil please!	Don't give me pencil please!	
42	Please opent the window!	Please open the window!	
43	Don't opent the window please!	Don't open the window please!	
44	Please opent your book!	Please open your book!	
45	Don't opent your book please!	Don't open your book please!	
46	Please turnt on the lamp!	Please turn on the lamp!	
47	Don't turnt on the lamp please!	Don't turn on the lamp please!	
48	Please teke my smartphone	Please take my smart phone	
49	Please opent the window	Please open the window	
50	Please teke my pen	Please take my pen	
51	Please teke my book	Please take my book	
52	Don't gett my money	Don't get my money	
53	Don't opent the door	Don't open the door	
54	Don't tarn of the light	Don't turn off the light	
55	Don't opent the window	Don't open the window	
56	Don't teke my pen	Don't take my pen	
57	Please brings me that shoes!	Please bring me that shoes!	
58	Please gives me money!	Please give me money!	
59	Please puts your bag there!	Please put your bag there!	
60	Please washs your hand!	Please wash your hand!	
61	Don't eats that fruit Please!	Don't eat that fruit Please!	
62	Don't swims at here Please!	Don't swim at here Please!	
63	Don't puts your bag here Please!	Don't put your bag here Please!	
64	Don't reads this book Please!	Don't read this book Please!	
65	Don't climbs that tree Please!	Don't climb that tree Please!	
66	Please kilk the bool	Please kilk the bowl	
67	Doesn't kilk the bool please	Doesn't kilk the bowl please	
68	Doesnt open the door please	Don't open the door please	
69	Doesn't borrow pen please	Don't borrow pen please	
70	Doesn't borrow pensil please	Don't borrow pencil please	
71	Doesn't open the book please	Don't open the book please	
72	Please tarn off the light	Please turn off the light	
73	Please tarn on the light	Please turn on the light	
74	Please don't tarn on the light	Please don't turn on the light	

75	Please don't turn off the light	Please don't turn off the light
76	Don't play a game	Don't play a game
77	Don't swimming at the deepsea	Don't swim in the deep sea
78	Don't playing a knife	Don't play a knife
79	Please close the door	Please close the door
80	Don't close the door please!	Don't close the door please!
81	Don't close the window please!	Don't close the window please!
82	Don't close the freezer please!	Don't close the freezer please!
83	Please open the door?	Please open the door!
84	Please close in the shoop?	Please close in the shop!
85	Please close the door?	Please close the door!
86	Please open the windows?	Please open the windows!
87	Please close the windows?	Please close the windows!
88	Don't please in the shoop!	Don't steal in the shop!
89	Please opening the book!	Please open the book!
90	Please closing the door!	Please close the door!
91	Takeing a pen please!	Take a pen please!
92	Helping me please!	Help me please!
93	Reading the book please!	Read the book please!
94	Don't opening door!	Don't open the door!
95	Don't eating my bread!	Don't eat my bread!
96	Don't drinkning!	Don't drink!
97	Don't studying biologi!	Don't study biology!
98	Don't smoking!	Don't smoke!
99	Please reading book!	Please read book!
100	Please watching TV!	Please watch TV!
101	Please eating noodle!	Please eat noodle!
102	Please clause the window!	Please close the window!
103	Don't talking me!	Don't talk to me!
104	Don't touching!	Don't touch!
105	Please opent the book!	Please open the book!
106	Don't opent the book please!	Don't open the book please!
107	Please opent the window!	Please open the window!
108	Don't opent the window please!	Don't open the window please!
109	Please opent the door!	Please open the door!
110	Don't opent the door please!	Don't open the door please!
111	Please eating a cake!	Please eat a cake!
112	Please cooking a cake!	Please cook a cake!
113	Please cutting a cake	Please cut a cake
114	Don't makeing a cake	Don't make a cake
115	Don't cooking a cake!	Don't cook a cake!
116	Don't cooking a cake!	Don't cook a cake!

117	Please writing a book!	Please write a book!
118	Please playing ball!	Please play ball!
119	Please red a book!	Please read a book!
120	Please opan the door!	Please open the door!
121	Don't speaking with me!	Don't speak with me!
122	Don't writing my name!	Don't write my name!
123	Don't smoking in here!	No smoking in here!
124	Don't playing ball!	Don't play ball!
125	Don't red a book!	Don't read a book!
126	Opent the door Please!	Open the door Please!
127	Don't smooking	Don't smoke
128	Don't turn of the light	Don't turn off the light
129	Pleas close me Tupperware	Please close me Tupperware
130	Please don't smoking in here	Please don't smoke in here

Table 19
The Classification of Errors Committed by Misordering

No	The Students' Errors	Correction	Type of Error
1	Open <i>don't</i> the door please!	Don't open the door please!	MO
2	Open <i>don't</i> the book please!	Don't open the book please!	
3	Open <i>don't</i> window please!	Don't open window please!	
4	Close <i>don't</i> the window please!	Don't close the window please!	
5	Close <i>don't</i> the door please!	Don't close the door please!	
6	<i>Off</i> turn the lamp, please!	Turn off the lamp, please!	

Appendix 4

Table 20
The Classification of Errors Committed by Each of Students

No	Sample	Type of Errors				Total Error
		Om	Ad	Mf	Mo	
1	I	-	-	9	-	9
2	II	-	-	10	-	10
3	III	1	2	-	-	3
4	IV	-	-	4	-	4
5	V	-	-	3	-	3
6	VI	1	-	3	-	4
7	VII	-	-	1	-	1
8	VIII	-	10	-	-	10
9	IX	-	-	2	-	2
10	X	-	-	2	-	2
11	XI	-	-	5	-	5
12	XII	-	-	6	-	6
13	VIII	-	4	-	-	4
14	XIV	-	-	10	-	10
15	XV	-	-	9	-	9
16	XVI	2	-	1	-	3
17	XVII	-	-	6	-	6
18	XVIII	-	-	-	5	5
19	XIX	-	-	5	-	5
20	XX	-	-	3	-	3
21	XXI	-	-	4	-	4
22	XXII	-	-	6	-	6
23	XXIII	-	-	10	-	10
24	XXVI	1	-	6	-	7
25	XXV	-	-	6	-	6
26	XXIV	-	-	6	-	6

27	XXVII	-	-	7	-	7
28	XXVIII	-	-	3	-	3
29	XXIX	-	-	2	-	2
30	XXX	-	-	1	1	2
\sum	Error	5	16	130	6	157

Explanation :

Om : Omission

Ad : Addition

Mf : Misformation

Mo : Misordering

Error : The total number of students' errors



Appendix 5

The Percentage's Calculation of The Error Types

a. Omission Error

$$\begin{aligned} P &= \frac{5}{157} \times 100 \% \\ &= 0.0318 \times 100 \% \\ &= 3.18 \% \end{aligned}$$

b. Admission Error

$$\begin{aligned} P &= \frac{16}{157} \times 100 \% \\ &= 0.1019 \times 100 \% \\ &= 10.19 \% \end{aligned}$$

c. Misformation Error

$$\begin{aligned} P &= \frac{130}{157} \times 100 \% \\ &= 0.8280 \times 100 \% \\ &= 82.80 \% \end{aligned}$$

d. Misordering Error

$$\begin{aligned} P &= \frac{6}{157} \times 100 \% \\ &= 0.0382 \times 100 \% \\ &= 3.82 \% \end{aligned}$$

Appendix 6

Interview for the English Teacher

Interview Guidelines for the English Teacher in the Preresearch

Interviewer

: Reni Irawati

Interviewee

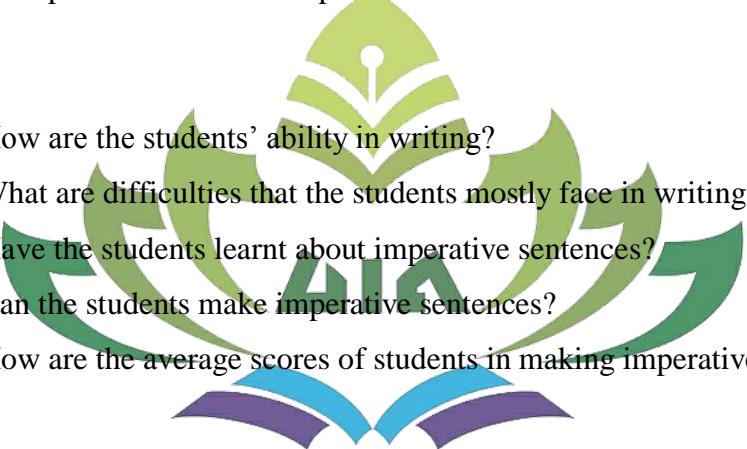
: Junaidi, S.Pd (English Teacher)

Location of Interview

: SMP Kartika II-2 Persit Bandar Lampung

Interview Topic

: Imperative Sentence

- 
1. How are the students' ability in writing?
 2. What are difficulties that the students mostly face in writing?
 3. Have the students learnt about imperative sentences?
 4. Can the students make imperative sentences?
 5. How are the average scores of students in making imperative sentences?

Appendix 7

Transcripts of Interview with the English Teacher in Preresearch

Interviewer : Reni Irawati
Interviewee : Junaidi, S.Pd (English Teacher)
Location of Interview : SMP Kartika II-2 Persit Bandar Lampung
Interview Topic : Imperative Sentence

Reni : Hello, good morning, How are you today?

The teacher : Good morning, Alhamdulillah I am fine. How about you?

Reni : I am very well thank you. By the way, I have a business with you.

The Teacher : Ok, what is that?

Reni : I have some question about my research.

The teacher : Ok, please.

Reni : How many classes do you teach in seventh grade in this year?

The teacher : There are three classes. They are VII.3, VII.4, VII.5.

Reni : What is the motivation of the students about learn English?

The teacher : The motivation of the students to learn English is still low.

Reni : What is the most difficulty to students learn English?

The teacher : The most difficulty of the students to learn English is writing. They got difficult to express and develop their ideas because they found difficulties to find right word.

Reni : Is there the material about imperative sentence in syllabus of seventh class?

The teacher : Yes, there is the material about imperative sentence in syllabus.

Reni : Have you ever taught the material about imperative sentence to the students?

The teacher : Yes, I have ever taught about this material.

Reni : How do you teach the students about imperative sentence.

The teacher : First, I gave them examples of imperative sentence use things in the class by speaking, and then I gave them test to write making sentences about imperative sentence.

Reni : How average scores of the students in making imperative sentence?

The teacher : Based on the result of the test which done by the students. The scores of the students in making imperative sentence are low and under of KKM.

Reni : OK, thank you for your answers.

Appendix 8

Interview for the Students' Errors

Interview Guidelines for the students seventh grade in the Research

Interviewer

: Reni Irawati

Interviewees

: The Students seventh grade

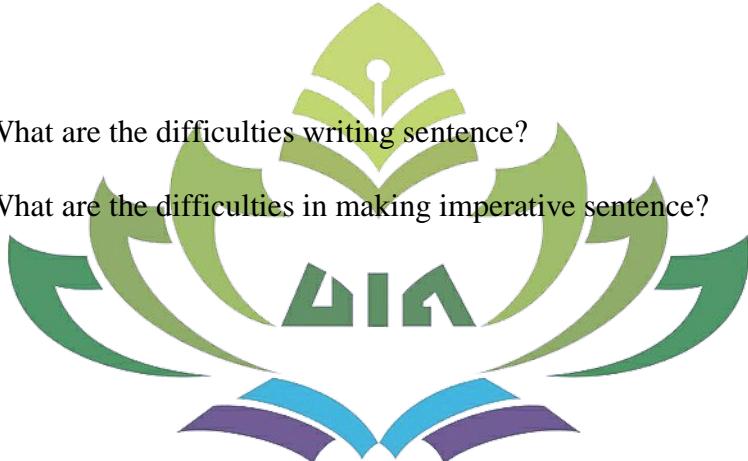
Location of Interview

: SMP Kartika II-2 Persit Bandar Lampung

Interview Topic

: Imperative Sentence

1. What are the difficulties writing sentence?
2. What are the difficulties in making imperative sentence?

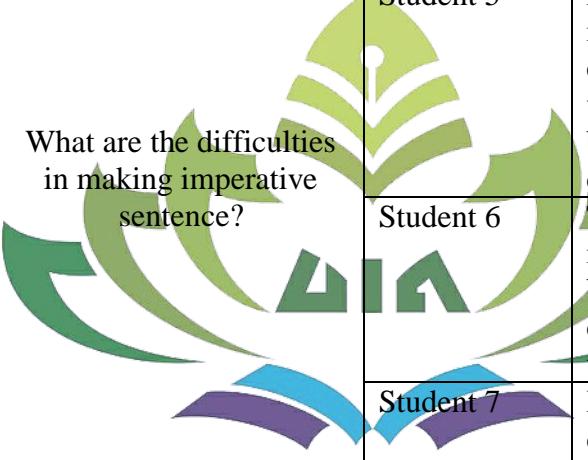


Appendix 9

Transcripts of Interview with the English Teacher in Research

Interviewer : Reni Irawati
Interviewee : The Students seventh grade
Location of Interview : SMP Kartika II-2 Persit Bandar Lampung
Interview Topic : Imperative Sentence

No	Questions	Subjects	Answers
1	What are the difficulties in writing sentences in English?	Student 1	When read the sentences it is easy, but when write using English it is difficult to find vocabularies in English
		Student 2	Because I always forget the words in English want to be written.
		Student 3	It is difficult to write the letter become the words
		Student 4	It is able when read English sentence but it is difficult to write words become the sentences
		Student 5	It is easy when speaking English but when write into the sentence I do not know the correct words
		Student 6	It is difficult translating Indonesian to English
		Student 7	Sometimes it I know the word in speaking but when it will write into the sentence it is wrong.
		Student 8	It is difficult to write English because I do not know many vocabularies in English
		Student 9	It is confuse find the word

			in English.
2	 <p>What are the difficulties in making imperative sentence?</p>	Student 1	It is confused and always forget the formula of imperative sentence.
		Student 2	I remember the formula but I cannot differences between verb or adjective should be added be in the sentence.
		Student 3	It is little difficult because I know the formula but it is still confused when write the sentence in English.
		Student 4	I do not know the formula of imperative sentence.
		Student 5	In speaking about imperative sentence it is easy but it is difficult when write into the sentence because it is wrong of write correct words.
		Student 6	The difficulties in making imperative sentence it is because sometimes still confused and do not know the words in English.
		Student 7	It is little difficult because I do not understand which is verb I, Verb II, or Verb III
		Student 8	I just write based on the formula that the teacher give but I do not know that is not verb I and I do not know that in adjective should be added to be.
		Student 9	In writing imperative sentence it is difficult because I just know little verb and I just write without do not know the orrect word

Appendix 10

