

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Language is one important communication instrument, especially for human beings. By using language, people can easily communicate to each other, because language is the most effective tool of communication. Language is also used to deliver message, express ideas, thought and one's feeling to others. In this regard, Fhinocchiaro stated that "language is means by which results of human thought and action are passed on".<sup>1</sup>

Language is a uniquely human activity. It is often characterized as "species specific", i.e., it is an instrument possessed only by man. Language is universal. All normal people in the world can speak; no group of people without a spoken language has ever been discovered. Every language in the world is rich enough and sufficiently complete for its speakers to carry out their daily activities.

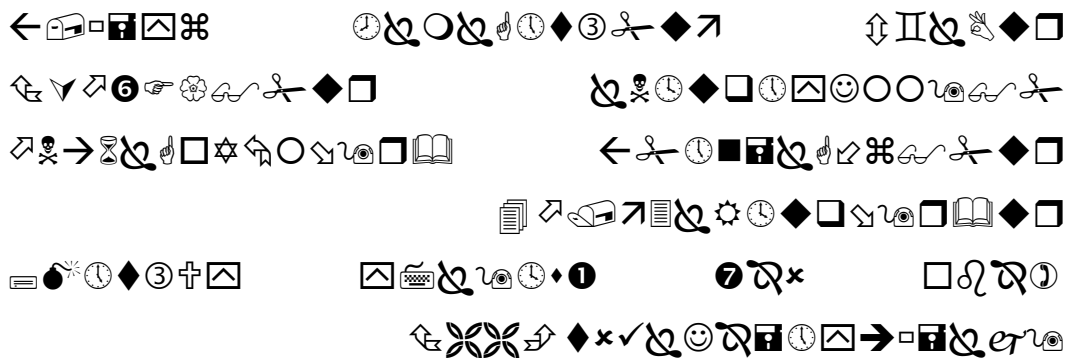
Human being can receive and transmit messages, and a speaker is free to create new utterances, but in order to be understood, his utterances must remain within the "rules" established by the linguistic system of the community. Every language has its own system or code; that is, its own characteristic way or putting sounds together in order to talk about situation or events in the present, the past, or the future. A speaker can hear what he

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<sup>1</sup> Mary Fhinocchiaro, *English As A Second Language: From Theory to Practice*, (New York, Regents Publishing Company, Inc, 1974), p. 3

says as he is saying it; in order words, he receives “feedback”(He also receives feedback by listening to the comments or watching the reactions of his hearers in face-to-face communication.)

Allah SWT also created different languages for human beings, He says in The Holy Qur’an in Surah Ar-Ruum verse 22 as follows:



It means that the creatures need some thing to use in communication one of them, of course, is language. According to A. Chaidar Al Wasilah, “Communication is a process by which information is exchanged between individual through a common system of symbols, sign or behavior”.<sup>2</sup> It means that people can share the information by communicate each other.

Language learning is important for human’s social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important

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<sup>2</sup> A. Chaidar Al-Wasilah, *Sosiologi Bahasa*, (Bandung Angkasa, 1985), p. 9

in career development, therefore students need to understand and use English to improve their confidence to face global competition.

Henry Guntur Tarigan states that there are four skills which must be developed and mastered by students. The four skills are listening, speaking, reading, and writing.<sup>3</sup> All of those skills have their own way to master them. L .G. Alexander also states the same statement, that is, “the student must be trained adequately in all four basic language skills: listening, speaking, reading, and writing if the teacher is to train his students in all four skills, he must take efficient of the time at his disposal.”<sup>4</sup>

In learning a foreign language, particularly English, mastering its vocabulary is not enough without mastering its grammar. The words, which are uttered by someone who are learning the language, will not be meaningful without having them arranged in a certain grammatical pattern appropriately. In order to give a message, a speaker will not be understood if he just says the words without arranging them. Hans. P Guth states that “grammar is the system by which words are combined larger units to convey ideas and information”.<sup>5</sup>

The fact shows that the result of teaching learning English is still low. The students have learned from the first-grade of junior high school

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<sup>3</sup> Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Bandung Angkasa, 1985)

<sup>4</sup> L.G Alexander, *Practice and Progress an Integrated Course for Pre-Intermediate Students*, (London: Longman Group Ltd. 1975). P. VIII

<sup>5</sup> Hans P. Guth, *Concise English Handbook*, (Wadsworth Publishing Company, Inc, 1970), p. 1

until senior high school, but most of them still cannot use English as tool of communication. Besides, their abilities are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in constructing imperative sentences. Actually, the students can't understand what the other people or their teacher asks.

One of grammatical pattern of English that is important to be taught is imperative sentences. By having the knowledge about imperative sentences, students are supposed to be able to construct the sentences correctly. It is component should be know and understood well by students if they want to understand English lesson well. By knowing and learning about Imperative sentences, students can also understood what they read and write or listen well.

Thus, in constructing imperative sentences used to express daily activities, but many students still do not understand to constructing Imperative Sentences. To understand more about the students' ability in constructing Imperative sentences, the writer is interested in conducting a research on title: **“The Students’ Ability in Constructing Imperative Sentences of the Eleventh Grade at Science and Islamic Indonesian Letter of MAN Pelaihari academic year 2009/2010”**.

Then, to avoid any misinterpretation toward the title adapted in this research, the writer feels necessary to explain some terms as follows:

## **1. Students**

Students here are persons who studied in the eleventh grade at science and Islamic Indonesian letter of MAN Pelaihari, Tanah Laut Regency

## **2. Ability**

Is (to do something) the mental or physical capacity, power or skill required to do something. <sup>6</sup> The ability, which is discussed in this study, relates to students' ability to construct Imperative Sentences.

## **3. Construct**

To build.<sup>7</sup> It means to build imperative sentences.

## **4. Imperative Sentences**

A sentence that expresses a command or request.<sup>8</sup>

## **5. MAN Pelaihari**

It is short for Madrasah Aliyah Negeri or Islamic Senior High School Pelaihari, which becomes the location of the research carried out by the writer.

Thus, the title study as mentioned above refers to an activity to find out:

- The effort of the learners of eleventh grade at science and Islamic Indonesian letter of MAN Pelaihari
- To focus the problem, especially in constructing imperative sentences.

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<sup>6</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English: Revised and Updated*, (Oxford : Univ. Press), p. 2.

<sup>7</sup> Sandra Anderson, *Chambers Students' Dictionary*, (Edinburg, Chambers Harrap Publishers, 1997), p. 92

**B. Statement of the Problem**

Based on the rationale above, the problem of this research is how the degree of students' ability in constructing imperative sentences the eleventh grade at Science and Islamic Indonesian letter of MAN Pelaihari academic year 2009/2010?

**C. Reason for Choosing the Title**

There are some reason the makes the writer to choose this title they are:

1. English is an international and universal language spoken and learned by almost people all over the world.
2. Imperative sentences are important to master in order to make the sentences correct.
3. As the writer knows, this title has never been studied at the eleventh grade of MAN Pelaihari.
4. The students of eleventh grade of MAN Pelaihari have adequate knowledge in constructing imperative sentences because they have learnt it in the previous grade and also learned at Junior High school.

**D. The Purpose of the Research**

Based on the problems above, the purpose of this research is to know the degree of the students' ability in constructing imperative of the eleventh grade at Science and Islamic Indonesian letter of MAN Pelaihari academic year 2009/2010.

**E. The Limitation of the Research**

In this research, the researcher limits only on students' ability in constructing imperative sentences done by eleventh grade at Science and Islamic Indonesian letter of MAN Pelaihari academic year 2009/2010.

**F. Significance of Research**

This research has contributions to:

1. Contribute an input and further information for English teacher and students especially at MAN Pelaihari to develop teaching learning process and improve students' ability in mastering English especially in constructing imperative sentences.
2. Make a consideration for the next researcher who wants to do research on the same object.

3. As an input for writer to add the writer's knowledge and experience in scientific research especially about imperative sentences.

## **G. Organization of Writing**

The writer organizes this research as follows:

The first chapter contain introduction, which consists of rationale, statement of the problems, reason for choosing the title, the purpose of the research, the limitation of the research, significance of the research and organization of writing.

The second chapter contains theoretical review of related literature, which consists about the definitions of ability, sentence and imperative sentences, different types of imperative, and components in constructing imperative sentence.

The third chapter contains research methodology, which consists of subject and object of the research, data and sources of data, techniques of data collecting, design of measurement, blue print of the test, techniques of data processing and analysis, and research procedure.

The fourth chapter contains report of research result, which consists of description of research location, data presentation and data analysis.

The fifth chapter contains closure, which consist of conclusions and suggestions.





## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Ability, Sentence and Imperative sentence

##### 1. Definition of Ability

Ability is from word able that means “having enough power, skill, or resources to do something”.<sup>9</sup> The meaning of ability is “The condition of being able, power to do or accomplish skill in doing”.<sup>10</sup>

To clarify the meaning of the Ability, the writer gives several definitions of Ability. a·bil·i·ty (ə·bɪl·ɪ·tē) n. pl. a·bil·i·ties taken from Middle English *abilite*, from Old French *habilite*, from Latin *habilitās*,<sup>11</sup> and the definitions are;

1. The quality or state of being able; power to perform.<sup>12</sup>
2. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
3. A natural or acquired skill or talent.
4. The quality of being suitable for or receptive to a specified treatment; capacity.<sup>13</sup>

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<sup>9</sup> Noah Webster, *Webster elementary dictionary* (New York; William Collins Publisher, 1980) p. 2

<sup>10</sup> Ibid p.3

<sup>11</sup> <http://dictionary.reference.com/browse/ability>. Downloaded on September 15, 2009

<sup>12</sup> <http://en.wiktionary.org/wiki/abily>. Downloaded on September 15, 2009

<sup>13</sup> <http://dictionary.reference.op.cit>

According *Kamus Besar Bahasa Indonesia*, ability means *kesanggupan, kecakapan dan kekuatan*.<sup>14</sup>

While, in *Kamus Psikologi*, ability means “*kecakapan, bakat, kemampuan; istilah umum yang dikaitkan dengan kemampuan atau potensi untuk menguasai suatu keahlian ataupun pemilikan keahlian itu sendiri*”.<sup>15</sup>

In the order meaning, ability means riches, wealth or substance, which are the means, or which furnish the power, of doing certain acts.<sup>16</sup>

According to Hadarawi Nawawi, ability divided into two kinds, they are: *kecakapan nyata* (achievement) or actual ability *dan kecakapan potensial* (capacity). *Jadi kecakapan nyata adalah kemampuan seseorang yang dapat mengerjakan, sedang kecakapan potensial yang disebut kapasitas yakni kemampuan yang masih belum nyata atau mungkin, sehingga seseorang dapat belajar mengerjakannya*.<sup>17</sup>

Based on some definitions ability above, the writer's makes a conclusion that ability means potential that have by someone to do something and this potential comes naturally or comes by learn, and ability denote qualities that enable a person to achieve or accomplish something.

<sup>14</sup> Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1994), p. 623

<sup>15</sup> Kartini Kartono dan Dali Gulo, *Kamus Psikologi*, (Bandung: CV. PIONIR JAYA Bandung 1987), p. 1.

<sup>16</sup> Simon, Schuster, *Webster's New Twentieth Century Dictionary (Second Edition)*, (USA: William Collins Publisher, 1999), p. 879

<sup>17</sup> Hadarawi Nawawi, *Metode Sosiologi*, (Pontianak: Gajah Mada University Press), p. 236

## 2. Definition of a Sentence

The word 'sentence' comes from Latin *sententia*, meaning 'an opinion' or 'a thought'.<sup>18</sup> It means a sentence is a group of words that is used to say something, to ask something, or to tell somebody to do something based on the opinion or thought.

According George Davidson in his book sentences is a group of words that is used to make a statement, to ask a question, or to give an order or make a request.<sup>19</sup>

In the other definition, a sentence is a group of words which is usually a grammatically complete statement.<sup>20</sup> In normal sentence in English usually contains at least three elements: a subject, a verb, and an object, for examples;

- a. The cat eats the goldfish.
- b. I don't understand what you're telling me.
- c. Have you got any change?
- d. My friend is tall
- e. Smoking can damage your health.

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<sup>18</sup> George Davidson, *Phrases, Clauses, and Sentences*, (Singapore: Learners Publishing Pte.Ltd), p. 2

<sup>19</sup> *Ibid*

<sup>20</sup> <http://www.buzzin.net/english/sentence.htm>. Downloaded on September 15, 2009

A sentence should give enough information to the person hearing it or reading it for them to form a complete idea in their mind of the message that is being communicated to them.<sup>21</sup>

A sentence should begin with a capital letter, and end with a full stop, a question mark or an exclamation mark,<sup>22</sup> for examples:

- a. The boys ran and played in the field
- b. Aren't you coming with us?
- c. Stop doing that!

The following groups of words are sentences, for examples:

- a. My new house is very small.
- b. Their son doesn't want to go on holiday with them.
- c. The wedding was a great success.
- d. It was raining heavily when we arrived.

A group of words that does not convey a complete message is not a complete sentence, for examples:

- a. watched the big green
- b. insect in amazement
- c. Their new car yesterday.

According to Dictionary.com, in linguistics, a sentence is a grammatical unit of one or more words, bearing minimal syntactic relation to the words that precede or follow it, often preceded and followed in speech by pauses, having one of a small number of characteristic intonation

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<sup>21</sup> *Ibid*

<sup>22</sup> *Ibid*

patterns, and typically expressing an independent statement, question, request, or command.<sup>23</sup>

Based on the definition above, the writer rewrites that sentence is one grammatical unit which has one or more clauses, makes sense, expresses a complete thought and has one finite verb. Each sentence consist of a number of words arranged in a grammatical relationship that given them meaning.

### **3. Definition of Imperative Sentence**

Before giving the definitions about imperative sentences, the writer gives the kinds of sentences.

There are four kinds of sentences, and each kind has a different function or purpose.

#### **1. Declarative Sentence**

A declarative sentence makes a statement or gives information, declarative sentence begins with a capital letter and end with a period.<sup>24</sup>

Declarative sentence or declaration, the most common type, commonly makes a statement or to convey information.<sup>25</sup> For examples:

- a). I am going home.
- b). I hope you can come tomorrow.

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<sup>23</sup> [http:// "Sentence"- Definition from Dictionary.com.](http://www.dictionary.com) Downloaded on September 22, 2009

<sup>24</sup> [http://www.sentencebasics.com.](http://www.sentencebasics.com) Downloaded on October 1, 2009

<sup>25</sup> [http://www.ucl.ac.uk/internet-grammar/clause/imp.htm.](http://www.ucl.ac.uk/internet-grammar/clause/imp.htm) Downloaded on October 4, 2009

## 2. Interrogative Sentence

An interrogative sentence asks a question. An interrogative sentence begins with a capital letter and ends with a question mark.<sup>26</sup> Examples of interrogative sentence are:

- a). Did you receive my message?
- b). Where are you going today?

## 3. Exclamatory Sentence

An exclamatory sentence shows surprise, fear, happiness, and other strong feeling or emotion. An exclamatory sentence begins with a capital letter and ends with an exclamation point.<sup>27</sup> Examples of exclamatory sentence are:

- a). How wonderful you look!
- b). It's so beautiful; I love it!

## 4. Imperative Sentence

An imperative sentence gives a command or makes a request. It begins with a capital letter and ends with a period or exclamation mark. Sometime, when an imperative sentence is used to make a request, it will also include the word *please*. This is the polite form of an imperative sentence.<sup>28</sup>

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<sup>26</sup> <http://www.sentencebasics.com>. *op cit*

<sup>27</sup> *Ibid*

<sup>28</sup> *Ibid*

The word “imperative” is derived from the term “emperor”. Emperors gave commands, and imperative sentences are commands. Imperative sentences are generally terminated with an exclamation mark instead of period.<sup>29</sup>

Imperative is verb form or sentence types that are used to express command (e.g. Go away!).<sup>30</sup>

Imperatives are used to issue commands. They use the infinitive of verbs (dropping the word “to”); in the first personal plural (“we”), the infinitive is preceded by “let’s” (or: “let us”).<sup>31</sup> For examples:

- a. Speak!
- b. Finish your homework!
- c. Let’s eat!
- d. Close the door!

The negative imperative is formed by placing “don’t” (or “do not”) before the imperative form; in the first person plural one uses “let’s not” (or “let us not”),<sup>32</sup> for examples:

- a. Let’s not forget who helped us.
- b. Don’t leave me!
- c. Don’t walk on the grass!

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<sup>29</sup> <http://www.scientificpsyhic.com/grammar/enggram8.html>. Downloaded on October 6, 2009

<sup>30</sup> <http://www.essex.ac.uk/linguistic/clmt/MTbook/HTML/node98.html>. Downloaded on October 6, 2009

<sup>31</sup> [http:// www.ToLearnEnglish.com](http://www.ToLearnEnglish.com) Downloaded on October 6, 2009.

<sup>32</sup> *Ibid*



From the explanation above the writer make a conclusion that there are four types of sentences when classifying sentences by purpose: declarative, interrogative, exclamatory, and imperative.

If the sentences is stating a fact or describing something and ends with a period then it is called a declarative sentence.

If the sentence request information or asks a question and ends with a question mark then it is called an interrogative sentence.

If the sentence proclaims something or uses very strong emotions and ends with an exclamation mark, then it is called exclamatory sentence. And the last one, if the sentence is giving a command or requesting someone to do something and ends with a period or exclamation mark then it is called an imperative sentence. Imperative sentence is material that will be research and explain more by the writer in the next section in this thesis.

## **B. Different types of imperatives**

Imperative are commands and are one of the four types of sentences in the English language. An imperative sentence can consist of only one word, such as “Look”. This is because in these sentences, it is understood that you are talking someone and that you actually mean “You look”.

There are five different types of imperatives. One thing each of these have in common is that the subject is implicit.

## 1. Directions

Directions differ from instructions in the sense that directions deal with guiding someone through space to a point of interest.<sup>33</sup> For examples:

“Go straight until the third stop light.”

“Turn right.”

## 2. Commands

These are strong statements that are not merely suggestions, they are orders in which an option to do otherwise seems nonexistent.<sup>34</sup> For examples:

“Stop that!”

“Come here now!”

“Give me that!”

## 3. Instructions

When reading a manual on how to complete a task, such as a recipe or a furniture assembly guide, the imperatives are often in the form of instructions.

To give someone instructions on how to make toast for breakfast, each phrase can be an imperative.<sup>35</sup>

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<sup>33</sup> <http://www.englishsubject.net/2008/05/04/imperatives/>. Downloaded on October 22, 2009

<sup>34</sup> *Ibid*

<sup>35</sup> *Ibid*

“Open the bread.”

“Put two slices in the toaster.”

“Get a knife out of the drawer.”

“Spread butter on the bread.”

#### **4. Strong Suggestion**

The verb “*let*” is often used as a persuasive imperative in which the speaker attempts to sway the listener to go along with their wishes.<sup>36</sup>

“Let’s change the subject.”

“Let’s do that tomorrow.”

“Let’s call for help.”

#### **5. Invitations**

One way of phrasing an invitation is to do so using an imperative. In these examples, the audience could be singular or plural. In other words, the speaker could intend to say this to “you guys” or simply “you”.<sup>37</sup>

“Call me sometime.”

“Drop by and check out the new place.”

“Take it for a test drive.”

Based on the explanation above, the writer can make conclusion that there are five types of imperative sentence such as directions,

<sup>36</sup> *Ibid*

<sup>37</sup> *Ibid*

commands, instructions, strong suggestion and invitation. Usually, we can find easily of directions, commands, instruction, strong suggestion and invitation in the procedural text. In a procedure, it is common to use the simple present tense in the form of imperative. Imperative sentences are used to tell people how to do things or give instructions. To do so, start instructions with the infinitive. And procedural text has been learnt by students in the previous grade.

Also, in her book, Th. M. Sudarwati wrote four types of commands. For examples:

a. Very polite commands

For examples:

1. Would you take this letter, please?
2. Would you eat quickly, please?

b. Polite commands

For examples:

1. Sign this letter, please
2. Eat quickly, please

c. Simple commands

For examples:

1. Sign this letter
2. Eat quickly

d. Negative commands

For examples:

1. Don't sign this letter
2. Don't eat quickly.<sup>38</sup>

### C. Components in Constructing Imperative Sentences

Based on the explanation about definitions of imperative sentence above, imperative sentence also called commands or request. In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.<sup>39</sup>

It is customary to say that *mood* indicates the way we feel about our subject. However, it is perhaps more accurate to say that *mood* refers to the special forms used to express commands or requests (*imperative mood*). For this mood the *simple form* of the verb is used for requests, commands or instructions.

1. Second person, singular and plural
  - a. **Open** the door.
  - b. **Don't open** the door. (Negative)
2. First and second person together
  - a. **Let's open** the door.

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<sup>38</sup> Th. M. Sudarwati, Eudia Grace, *Look Ahead 1* ( Jakarta, Erlangga), p. 80

<sup>39</sup> Marcella Frank. *Modern English (a practical modern reference guide)* : New York University, Prewntice, INC. Englewood Cliffs, New Jersey, 1997

b. **Let's not open** the door. (Negative)

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

Aside from **don't** and **let's**, the only types of words that may precede the imperative verb are:

1. An adverb of frequency:

a. **Always** open that door slowly.

b. Don't **ever** open that door.

2. A noun in direct address:

**Robert**, open the door.

If the request is short, the noun may also follow the request:

**Open the door, Robert.**

3. A pronoun, especially you:

a. To get there, **you** turn right at the bridge.

b. Don't **you** listen to him.

c. **Everyone**, listen to me.

A sentence with **you** plus an auxiliary verb (usually a modal) is often the equivalent of a sentence with the verb in the imperative mood.

a. You **must** turn right at the bridge.

b. You **shouldn't** listen to him.

c. You **will** deliver this package at once.

**Do**, for entreaty:

- a. **Do** be careful.
- b. **Do** drive slowly.

Certain formulas of politeness either precede or follow the imperative verb in a request.

The word please may be omitted. However, including please makes the imperative sentence more polite. (Please may also be inserted at the end, instead of the beginning, of the sentence.)

1. Formulas of politeness before the verb:
  - a. **Please** open the door.
  - b. **Will / would you (please)** open the door.
2. Formulas of politeness at the end of the sentence:
  - a. Open the door, **please**.
  - b. Open the door **will / would you (please)**.
3. Formulas of politeness split between the beginning and the end of the sentence:
  - a. **Please** open the door, **will / would you**.
  - b. **Will / would you** open the door, **please**.

With other formulas of politeness for request, the verbal forms of the verb are used:

- a. Would / Do you mind **opening** the door (please).
- b. Would you be so kind as / good enough **to open** the door.<sup>40</sup>

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<sup>40</sup> *Ibid*, p. 57-59

When the verb has some particle with it, this normally heard at the end of a spoken imperative. For example;

Take your ugly face away!

Is more usual than 'Take away your ugly face!' (Though, of course, neither is very polite, even with the additional of *please*.)

Emphatic commands with go and come and adverbs of direction are given added force by inversion. For example;

a. Up you come!

b. Off you go!

Actually, the forms; Off with you! Off with her head! Out with it! emphatic commands with go, come and usually get combined with the following adverbial particles:

In, out, away, up, down, back, over, off, around, under.<sup>41</sup>

### **1. Imperative ( Command ) without a subject**

The most common category of command, that which differs from a statement in that

(1). It has no subject,

(2). It has an imperative finite verb (the base form of the verb, without endings for number or tense).

Otherwise the clause patterns of commands show the same range and ordering of elements as statement, for example:

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<sup>41</sup> W Stannard Allen, *Living English Structure*, Longman Group Limited, London, 1985, p. 62-65



**SV:** Jump (V)

**SVC:** Be reasonable (V C)

**SVOA:** Put in on the table (V O<sub>d</sub> A<sub>place</sub>)

The imperative verb, however, is severely restricted as to tense, aspect, voice, and modality. There is no tense distinction or perfect aspect, and only very rarely does the progressive form occur:

Be preparing the dinner when he comes in

A passive is equally rare, except when the auxiliary is some verb other than *be*, as in *Get washed*. These restrictions are connected with the understandable incongruity of combining an imperative with a stative non-agentive verb: *Sound louder!* Modal auxiliaries do not occur at all in imperative sentences.

Commands are apt to sound abrupt unless toned down by markers of politeness such as *please*: *Please eat up your dinner; Shut the door, please*. Even this only achieves a minimum degree of ceremony; a more tactful form of request can only be arrived at if one changes the command into a question or a statement: *Will you shut the door, please? I wonder if you would kindly shut the door; I wonder whether you would mind shutting the door; etc.*

## **2. Imperative ( Command ) with a subject**

It is implied in the meaning of a command that the omitted subject of the imperative verb is the second person pronoun *you*. This is confirmed by the occurrence of *you* as subject of a following tag question (*be quite, will you*),

and by the occurrence of yourself and of no other reflective pronoun as object: *Behave yourself*, not *Behave himself*.

There is, however, a type of command in which the subject *you* is retained, differing from the subject of a finite verb in always carrying stress:

You be quite!

You mind your own business, and leave this to me!

These commands are usually admonitory in tone, and frequently express strong irritation. As such, they cannot naturally be combined with markers of politeness, such as please: Please, you be quite! They may be used, however, in another way, to single out (by pointing) two or more distinct addressees: *You come here, Jack, and you go over there, Mary*. A third person subject is also possible:

*Somebody* open this door

*Everybody* shut their eyes

*Jack and Susan* stand over there

It is easy to confuse the subject, in these commands, with a vocative noun phrase. Whereas the subject always precedes the verb, the vocative (as we saw earlier) is an element that can occur in final a medial, as well as initial, position in the sentence. Another difference is that the vocative, when initially placed, has a separate tone-unit (typically fall-rise); the subject merely receives ordinary word-stress:

VOCATIVE: Mary, play on my side

SUBJECT : Mary play on my side

The distinctness of vocative and imperative subject is confirmed by the possibility of their co-occurrence: *John, you listen to me!*

### 3. Imperative ( Command ) with Let

First person imperatives can be formed by proposing the verb let, followed by a subject in (where relevant) the objective case:

*Let us* all work hard (more usually: *Let's...*)

*Let me* have a look

The same applies to third person subjects:

Let each man decide for himself

If anyone shrinks from this action, let him speak now.

### 4. Negative Imperative ( Negative Commands )

To negate second and third person imperatives, one simply adds an initial *Don't*, pattern for negative command:

Don't + verb 1/be + complement.

Or replacing assertive by non-assertive forms where necessary:

Open some windows      ~ *Don't* open *any* windows

You open the door      ~ *Don't* *you* open the door

Someone open the door    ~ *Don't* *anyone* open the door

First person imperatives, on the other hand, have two possibilities:

Let's open the door     ~ *Let's not* open the door

~ *Don't let's* open the door (informal)

And the second of these is available for third person imperatives:

*Don't let anyone* fool himself that he can get away with it.

### 5. Persuasive imperatives

A persuasive or insistent imperative is created by the addition of *do* (with a nuclear tone) before the main verb:

Do have some more sherry     Do let's go to the theatre.<sup>42</sup>

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<sup>42</sup> Randolp Quirk, Sidney Greenbaum, *A University Grammar of English* (London, Longman Group Limited), p. 200-203

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Subject and Object of the Research

##### 1. Subject of Research

The subject of this research is three classes of the eleventh grade students at Science and Islamic Indonesian letter of MAN Pelaihari academic year 2009/2010. There are 72 students.

Table 3.1 Distribution of the Eleventh Grade Students at Science and Islamic Indonesian letter of MAN Pelaihari Academic Year 2009/2010

No	Class	Sex		Total
		Female	Male	
1.	XI SIAI 1	13	7	20
2.	XI SIAI 2	17	5	22
3.	XI IPA	26	4	30
Total				72

##### 2. Object of Research

The objects of this research are students' ability in constructing Imperative sentences of the eleventh grade at science and Islamic Indonesian letter of MAN Pelaihari on academic year 2009/2010.

## **B. Data and Sources of Data**

### 1. Data

#### a. Primary data

To answer the problems of this thesis, the writer will collect the following data:

The data are composed of the students' ability of the eleventh grade at science and Islamic Indonesian letter of MAN Pelaihari, academic year 2009/2010 in constructing imperative sentences as follows:

- a) The ability to construct imperative sentences in multiple choice items.
- b) The ability to construct imperative sentences in translating to Indonesian language.
- c) The ability to construct imperative sentences in changing sentences items.
- d) The ability to construct imperative sentences in classifying sentences based on types.
- e) The ability to construct imperative sentences in rearranges sentences.
- f) The ability to construct imperative sentences in making imperative sentences.

#### b. Secondary data

To complete the primary data, the writer also collects the secondary ones, which refer to the research objects as in the following.

- 1). Brief history about MAN Pelaihari
- 2). The condition of the headmaster, teachers, administration staff, students and school facilities.

## 2. Sources of Data

Respondents : Two English teachers and students at MAN Pelaihari

Informants : Headmaster, administration staff at MAN Pelaihari

Documents : All written reports relating to the data.

## C. Techniques of Data Collecting

To obtain the data, the writer uses the techniques of data collection as follows:

### a. Written Test

Test is comprehensive assessment of an individual or to an entire program evaluation effort.<sup>43</sup> This technique is used to collect the data which relate to the ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences. The questions of the written test have been studied before the data taken from respondents.

This technique is used to observe the object directly that can complete this study.

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<sup>43</sup> Scarvia B. Anderson et al: *Encyclopedia of Educational Evaluation*, Jossey Brass Publishers, San Fransisco. Washington, London, 1976. p. 425

b. Interview

This technique is used to interview some related person like the headmaster of the school and English teacher.

c. Observation

This technique is used to collect data by observe directly in this class to see the condition of MAN Pelaihari.

d. Documentary

This technique is aimed at looking for the data related to the school condition. These are explored through available documents, reports or records at MAN Pelaihari.

For further information about the data, sources of data, and techniques of data collecting, can be seen in this following matrix that will be helpful.



Table 3.2 Matrix Data, Sources, and Techniques of Data Collecting

No	DATA	SOURCES	TECHNIQUES
1.	<p>The primary data Students' ability in constructing imperative sentences.</p> <p>a) The ability to construct imperative sentences in multiple choice items.</p> <p>b) The ability to construct imperative sentences in translating to Indonesian language.</p> <p>c) The ability to construct imperative sentences in changing declarative sentences to be imperative sentences.</p> <p>d) The ability to construct imperative sentences in classifying imperative sentences.</p> <p>e) The ability to construct imperative sentences in rearranges sentence items.</p> <p>f) The ability to construct imperative sentences in making imperative sentences.</p>	<p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p>	<p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written test</p> <p>Written test</p>
2.	<p>Secondary Data Research location</p> <p>a. Brief history of MAN 1 Pelaihari</p> <p>b. The condition of headmasters, teachers, administration staff, students, and school facilities.</p>	<p>Headmaster</p> <p>Headmaster, Administration staff, Documenter</p>	<p>Interview/documentary</p> <p>Interview/documentary/observation</p>

#### **D. Design of Measurement**

To make the data more valid, the writer gives design of measurement as follows:

The design of measurement is intended to know students' ability in constructing imperative sentences. In this research students will answer 50 test items, they are:

1. 10 questions are multiple choice, the right answer will be marked 1 and wrong answer will be marked 0, if the students answer all questions correctly, they will get score 10
2. 10 questions that require students to translate the right sentences, score for right answer is 2,5 and 0 for wrong answers, if the students answer all questions correctly, they will get score 25.
3. 10 questions that require students to change declarative sentences to be imperative sentences, score for right answer is 2 and 0 for wrong answer, if the students answer all questions correctly, they will get score 20.
4. 10 questions that require students in classifying imperative sentences based on types of imperative sentences, score for right answer is 2,5 and 0 for wrong answer, if the students answer all questions correctly, they will get score 25.
5. 5 questions that require students to rearrange words to be a good sentence score for right answer is 2 and 0 for wrong answer, if the students answer all questions correctly, they will get score 10.

6. 5 questions that require students to make imperative sentences based on situation. Score for right answer is 2 and 0 for wrong answer, if the students answer all questions correctly, they will get score 10.

The highest score is 100 and the lowest is 0. Then, students' score are interpreted as their ability. In English sentence, there are 5 categories used here:

- 1). If the students obtain the score  $0 < 20$  = Very bad category
- 2). If the students obtain the score  $20 < 40$  = Bad category
- 3). If the students obtain the score  $40 < 60$  = Average category
- 4). If the students obtain the score  $60 < 80$  = Good category
- 5). If the students obtain the score  $80 - 100$  = Excellent

Then, the one student its result is calculated by using formula of Mean. It is used to know the students' ability in constructing imperative sentences.

$$M = \frac{\sum X}{N}$$

M : Mean of scores

$\sum X$  : Total scores of written test

N : Number of respondent

### **E. Blue Print of the Test**

Blue print is exercise lattice that will use by exercise maker in will make exercise so that not out of the target from matter that want at test.

In making imperative test, the writer interest makes tests based on cognitive domain, it is because the cognitive domain involves knowledge

and the development of intellectual skills. This includes the recall or recognition of specific facts, as the lowest level, through increasingly more complex, abstract mental levels, and concepts that serve in the development of intellectual abilities and skills to the highest order which is making imperative sentences as evaluation

In Book *Dasar-dasar Evaluasi Pendidikan*, stated that Bloom dan Krathwohl menjadikan taksonomi disusun menjadi suatu tingkatan yang menunjukkan tingkat kesulitan. Sebagai contoh, mengingat fakta lebih mudah daripada menarik kesimpulan. Atau menghafal, lebih mudah daripada memberikan pertimbangan. Tingkatan kesulitan ini juga merefleksi kepada kesulitan dalam proses belajar dan mengajar.<sup>44</sup>

Based on this taxonomy, the writer makes blue print of the imperative test. There are six categories, which are listed in order below.

Table 3.3 Blue print of The Test

<b>Level</b>	<b>Category or 'level'</b>	<b>Behavior descriptions</b>	<b>Activity to be trained</b>	<b>Materials</b>	<b>Item Numbers</b>
1	Knowledge	Recall or recognize information.	Multiple-choice	Positive imperative, polite and very polite imperative, negative imperative, types of imperative.	Part I 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
2	Comprehension	Understand the meaning.	Translate	Positive imperative, negative imperative, polite imperative.	Part II 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

<sup>44</sup> Prof. Dr. Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2008) Revisi Edisi, p. 116

Continue table 3.3

Level	Category or 'level'	Behavior descriptions	Activity to be trained	Materials	Item Numbers
3	Application	Use or apply knowledge.	Change sentences	Past tense, positive imperative, negative imperative	Part III 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4	Analysis	Organization principles.	Classify the sentences	Types of imperative.	Part IV 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5	Synthesis	Creative thinking, operations.	Rearrange the Imperative sentences	Positive imperative.	Part V 1, 2, 3, 4, 5.
6	Evaluation	Assess effectiveness of whole concepts.	Making Imperative sentences	Imperative sentences with using SVOA.	Part VI 1, 2, 3, 4, 5.

## F. Techniques of Data Processing and Analysis

### 1. Techniques of Data Processing

The techniques of data processing in this research are as follows:

#### a. Editing

This technique is used to reexamine all of the collected data to make sure whether they have already completed or not. The editing also includes selecting the needed data from those which are available.

b. Coding and Classification

The writer makes certain codes on all collected data to classify them according to their kinds.

c. Tabulating

The writer composes and puts the certain data into table to make easy in data presentation and analysis.

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

P = percentage score

F = the frequency of from respondents, for each items question

N = Total number of respondents

2. Techniques of Data Analysis

After processing the data, the writer analysis them descriptively and qualitatively, the analysis helps the writer to highlight some important conclusions from this research. The conclusions are taken through inductive way. In this study, every fact is investigated, analyzed and classified to establish a general conclusion about the students' ability in constructing imperative sentences.

## G. Research Procedure

There are some steps that have been passed through to complete this research, they are:

1. Primary step

- a. To do a prior observation in the research object.
  - b. To discuss the result of the previous observation with the writer's academic advisor.
  - c. To make a research design proposal in order to be approved by the Bureau of Thesis Writing of Tarbiyah Faculty.
2. Preparatory
- a. To hold a seminar on the research design proposal.
  - b. To consult to the two advisors
3. Research step
- a. To collect all the needed data from its sources.
  - b. To process the data in a procedural way and then analyze them properly.
4. Organization step
- a. To write the first draft
  - b. To consult the draft to the advisors to have contribution and comments
  - c. To write and to multiply the final draft
  - d. To present the thesis to be examined before the Team of Examiners of Tarbiyah Faculty.

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. General Description about the Research Location**

##### **1. Brief History of Islamic Senior High School Pelaihari**

In 1957, Islamic Senior High School Pelaihari was a private PGA (Pendidikan Guru Agama) or Religious Teacher's Training School. First it had been for years and later for 6 years. After that, in 1978 it changed to be MAIS (Madrasah Aliyah Islam Swasta) or Private Islamic High School that turned to be Madrasah Aliyah Negeri Gambut Filial Pelaihari in Pelaihari.

Because this school was considered quite good, government promoted it's status to be MAN Pelaihari. This promotion was based on the letter of recommendation of Minister of religious Affairs (Surat Keputusan Menteri Agama) Number 224, on August 19<sup>th</sup> 1993.

Islamic Senior High School Pelaihari, which is located at Jl. Al Fatah RT. 6 Number 17 Kelurahan Karang Taruna Kecamatan Pelaihari Kabupaten Tanah Laut, was headed by Samsul Yusrie as the first headmaster from 1957 to 1978. Since 1978 to 1985 this school was headed Paniman, BA as the second headmaster. After that, this school was headed by Drs. H. Hamdani Aseri as the third headmaster from 1985 to 2000, and today it is headed by Drs. H. Muhammad Sadik as the fourth headmaster.

##### **2. Teachers, Administration staff and Students of Islamic Senior High School Pelaihari.**



Islamic Senior High School Pelaihari has several teachers. The following table with state the numbers of teachers in the school:

Table 4.1 Description of Teachers in MAN Pelaihari academic year 2009/2010

<b>NO</b>	<b>NAME</b>	<b>EDUCATION</b>	<b>STATUS</b>	<b>SUBJECT</b>
1	Drs. H. Muhammad Sadik	S1 FTAR	Government Teacher	SKI
2.	Dra. Aminah	S1 F.Syariah	Government teacher	Fiqih
3.	Nursyahriana, S. Pd	S1 FKIP	Government Teacher	Biologi
4.	Qamaruddin, S. Pd	S1 FKIP	Government Teacher	Biologi, Penjaskes
5.	Drs. Syahrani	S1 FTAR	Government Teacher	Qur'an hadist
6.	Yulianti, S. Pd	S1 FKIP	Government teacher	Kimia
7.	Salihan, S. Pd	S1 FKIP	Government teacher	Bahasa Inggris
8.	Agus Wahyuni, S. Ag	S1 FTAR	Government teacher	Bahasa Arab
9.	Purwanti, S. Ag	S1 FTAR	Government teacher	Bahasa Inggris
10.	Rusilawati, S. Pd	S1 FKIP	Government teacher	Aqidah Akhlak
11.	Hj.Erawati, S. Pd	S1 STIKIP	Government teacher	Bahasa Indonesia
12.	Hj. Nurul Fathiah, S. Pd	S1 MIFA	Government teacher	Fisika, Kimia
13.	Ika Rahmawati, S. Pd	S1 FKIP	Government teacher	Mathematika
14.	Noor Asiah, S. Pd	S1 FKIP	Part time teacher	Fisika, Seni
15.	Anissa Urrohmah, S. Pd	S1 FKIP	Government teacher	Sejarah
16.	M. Fazar Rivvanny, S. Pd	S1 FKIP	Government teacher	Sejarah, Sosiologi
17.	Fitri Ardiyanti, S. Pd	S1 FKIP	Government teacher	PPKN
18.	Paridah, S. Ag	S1 IAIN	Government teacher	Mulok

Continue (Table 4.1.)

<b>NO</b>	<b>NAME</b>	<b>EDUCATION</b>	<b>STATUS</b>	<b>SUBJECT</b>
19.	Faridah, S. Pd	S1 Bahasa	Government teacher	Bahasa Indonesia
20.	Rasyidah, S. Pd	S1 Matematika	Government teacher	Matematika
21.	M. Najamuddin, S. Ag	S1 FTAR	Government teacher	Qur'an Hadist
22.	Rinawati, S. Pd	S1 FTAR	Government teacher	English
23.	Umar Sajali, S. Pd. I	S1 FTAR	Government teacher	B. Arab/Qur'an Hadist
24.	Hefri Iriyani, S. Pd	S1 FKIP	Government teacher	Bahasa Inggris
25.	Mahzuri, S. Ag	S1 TARBIYAH	Government teacher	Hadist, Fiqih
26.	Hj. Johar Latifah, S. Pd	S1 FKIP	Government teacher	Bahasa Indonesia
27.	Siti Rahmawati, S. Sos	S1 AKTA 4 UT	Government teacher	Ekonomi, Sosiologi,
28.	Drs. Ahmad Marjani	S1 Sekretaris	Part time teacher	Geografi
29.	Bambang Irawan	SMEA	Part time teacher	Sosiologi
30.	Halifah, SE	S1 UPAYA	Part time teacher	Ekonomi/ Akuntansi
31.	Achmad Husaini	D2	Part time teacher	Penjaskes
32.	M. Noor Alipansyah, S. Pd	S1 FKIP	Part time teacher	Penjaskes
33.	Zakiah, S. Pd. I	S1 FTAR	Part time teacher	Fiqih, SKI, seni
34.	Ahmadi, S. Sos.I	S1 DAKWAH	Part time teacher	Pengembangan diri
35.	Taufik Mauliyadi, S. Ag	S1 F. Dakwah	Part time teacher	T.I.K

From the table of teachers above, there are five English teachers at MAN Pelaihari. This following table will help to see more clear description about them;

Table.4.2. The English Teachers of MAN Pelaihari

<b>NO.</b>	<b>NAME</b>	<b>EDUCATION</b>	<b>POST</b>
1.	Rinawati	S1 FTAR Islamic Education IAIN Antasari Banjarmasin	XA XB XC XD
2.	Purwanti, S. Pd. I	S1 FTAR English Department IAIN Antasari Banjarmasin	XI SIAI 1 XI SIAI 2 XI IPA
3.	Hj. Johar Latifah	S1 FKIP English Department Unlam Banjarmasin	X1 IPS 1
4.	Hefri Iriyani, S. Pd	S1 FKIP English Department Unlam Banjarmasin	XI IPS 2 XI IPS 3
5.	Salihan, S. Pd	S1 FKIP English Department Unlam Banjarmasin	XII IPA XII Agama XI IPS 1 XI IPS 2

To support the education process at school, some administration staff and employees are needed, and the table below describes the administration staff and employees who at work at Islamic Senior High School Pelaihari academic year 2009/2010.

Table.4.3. The Administration Staff and their Employees at MAN Pelaihari

<b>NO.</b>	<b>NAME</b>	<b>OCCUPATION</b>	<b>EDUCATION</b>
1.	Drs. Maskani	Manager of Administration	S1 FTAR IAIN Antasari Banjarmasin
2.	Syaifurrahman.	Staff	SMA
3.	Ida Haryani	Staff	SMA
4.	Fitriah, S. Ag	Staff	S1 F. Syariah IAIN Antasari Banjarmasin
5.	Sahrudin	Staff	SMA
6.	Rodiyati, S. Sos	Staff	S1 FKIP Unlam Banjarmasin
7.	Aslamiah, S. Ag	Staff	S1 FTAR IAIN Antasari Banjarmasin
8.	Marfuah.	Staff	SMA
9.	Sampurna	Staff	MAN Pelaihari

### 3. Students

The total numbers of students who are administratively registered of MAN Pelaihari academic year 2009/2010 are 387 students. They consist of 122 students of the tenth grade, 144 of the eleventh grade students and 121 of the twelfth grade students. They learn at class X to class XII. The description of the students at MAN Pelaihari can be seen in the following table:

Table 4.4. Distribution of Students at MAN Pelaihari.

NO	CLASSES	SEX		AMOUNT
		Male	Female	
1.	X A	15	17	32
2.	X B	13	17	30
3.	X C	13	15	28
4.	X D	14	18	32
	Jumlah	<b>55</b>	<b>67</b>	<b>122</b>
5.	XI IPS 1	12	13	25
6.	XI IPS 2	14	10	24
7.	XI IPS 3	13	10	23
8.	XI SIAI 1	7	13	20
9.	XI SIAI 2	5	17	22
10.	XI IPA	4	26	30
	Jumlah	<b>55</b>	<b>89</b>	<b>144</b>
11.	XII IPS 1	18	13	31
12.	XII IPS 2	15	13	28
13.	XII Keag	14	16	30
14.	XII IPA 1	2	13	15
15.	XII IPA 2	4	13	17
	Jumlah	<b>53</b>	<b>68</b>	<b>121</b>
	<b>JUMLAH</b>	<b>163</b>	<b>224</b>	<b>387</b>

#### 4. School Facilities

Islamic Senior High School (MAN) Pelaihari has considerably good facilities for supporting teaching learning activity. To make the clear description its facilities can be seen in the following table.

Table 4.5 Distribution of School Facilities at MAN Pelaihari

<b>No</b>	<b>Facilities</b>	<b>Amount</b>
1.	Classroom	15
2.	Headmaster's room	1
3.	Teacher's room	1
4.	Administration room	1
5.	Students' toilet	3
6.	Teacher's toilet	2
7.	Counseling Guidance's room	1
8.	Library	1
9.	School's Cooperation	1
10.	Mosque	1
11.	Students Organization room	1
12.	Store House	1
13.	Natural Science Laboratory	1
14.	Canteen	3
15.	Field of Basketball	1
16.	Field of Volleyball	1
17.	Field of Football	1
18.	Parking Area	2
	<b>Total</b>	<b>38</b>

In the table of facilities above, there is a mosque, which becomes the center of religious activities. Students are scheduled to deliver the Islamic messages in seven minutes after praying Zuhur. Through organization, the students learn about the management or build their self-confidence, and increase the skills that they have for preparing themselves as the leader in the future.

## **B. Data Presentation**

This chapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers students' ability in constructing imperative sentences that the students still not understand.

Description about the result of the research which is achieved by written test that concerned to the ability of Eleventh Grade at science and Islamic Indonesian letter students in constructing imperative sentences of MAN Pelaihari academic year 2009/2010, it can see in the following table:







Hst : Highest Score

Lst : Lowest Score

From the table above, it is found out that the highest score is 69,5 and the lowest score is 30. The whole score of the six categories (multiple choices, translating the sentences, changing the sentences, classifying the sentences, rearrange sentences and making imperative sentences) are 3324,5.

$$M = \frac{\sum X}{N}$$

M : Mean of scores

$\sum X$  : Accumulative scores

N : Number of respondents

$$M = \frac{3324,5}{72}$$

$$M = 46,17 \text{ (Average Category)}$$

To know the category of the Eleventh grade students' ability in constructing imperative sentences, can be seen in the following table.

NO	Interval	Frequency	Percentage	Category
1.	00 - < 20	0	0	Very bad
2.	20 - < 40	19	26,38	Bad
3.	40 - < 60	50	69,44	Average
4.	60 - < 80	3	4,16	Good
5.	80 - < 100	0	0,00	Excellent

From the table, can be known that ability of eleventh grade at science and Islamic Indonesian letter students in constructing imperative sentences: There is no one of students get Excellent Category, 3 students

that get Good Category, 50 students that get Average Category, 19 students that get Bad Category and there is no students that get Very Bad Category. And based on the cognitive domain, the ability of students are average, because in multiple choices, translate, change, classify and make sentences a half of the students can answer 50% correctly.

Now, the writer explains about students' ability in constructing imperative sentences more detail and clear.

a. Constructing imperative sentences in multiple choice

As shown in table 4.6 (in multiple choice), it is found out that the highest score is 7 and the lowest score is 3. The whole gotten scores are 384 from 72 respondents. So, from the result can be known that the mean (the average score) is 5,33.

$$\text{Mean} = \frac{\sum X}{N}$$

$$M = \frac{384}{72}$$

$$M = 5,33$$

b. Constructing imperative sentences in translating sentences

As shown in table 4.6 (in translating sentences), it is found out that the highest score is 17,5 and the lowest score is 5. The whole gotten scores are 902,5 from 72 respondents. So, from the result can be known that the mean (the average score) is 12.53

$$\text{Mean} = \frac{\sum X}{N}$$

$$M = \frac{902,5}{72}$$

$$M = 12,53$$

c. Constructing imperative sentences in changing sentences

As shown in table 4.6 (in changing sentences), it is found out that the highest score is 14 and the lowest score is 6. The whole gotten scores are 742 from 72 respondents. So, from the result can be known that the mean (the average score) is 10,30.

$$M = \frac{\sum X}{N}$$

$$M = \frac{742}{72}$$

$$M = 10,30$$

d. Constructing imperative sentences in classifying sentences

As shown in table 4.6 (in classifying sentences), it is found out that the highest score is 17,5 and the lowest score is 5. The whole gotten scores are 630 from 72 respondents. So, from the result can be known that the mean (the average score) is 8,75

$$M = \frac{\sum X}{N}$$

$$M = \frac{630}{72}$$

$$M = 8,75$$

e. Constructing imperative sentences in rearrange sentences.

As shown in table 4.6 (in rearrange sentences), it is found out that the highest score is 6 and the lowest score is 0. The whole gotten scores are

226 from 72 respondents. So, from the result can be known that the mean (the average score) is 3,13.

$$M = \frac{\sum X}{N}$$

$$M = \frac{226}{72}$$

$$M = 3,13$$

f. Constructing imperative sentences in making imperative sentences

As shown in table 4.6 (in making sentences), it is found out that the highest score is 10 and the lowest score is 4. The whole gotten scores are 440 from 72 respondents. So, from the result can be known that the mean (the average score) is 6,11

$$M = \frac{\sum X}{N}$$

$$M = \frac{440}{72}$$

$$M = 6,11$$

### C. Data Analysis

After all the obtained data are presented in data presentation, as result of this research, they are needed to be analyzed. It is done to know the students' ability in constructing imperative sentences. For further description, it is known from analysis data below:

- a. Students' ability in constructing imperative sentences in multiple choice

Based on the test result of the ability the eleventh grade in constructing imperative sentences in multiple choice items, it is known that the students' average score is 5,33. It means that the ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences in multiple choice items belongs to average category, because most of students can answer more than 50% from the whole of multiple choice.

b. Students' ability in constructing imperative sentences in translating sentences

Based on the test result of the ability the eleventh grade students in constructing imperative sentences in translating sentences items, it is known that the students' average score is 12,53. It means that the ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences in translating sentences items belongs to average category, because most of students can answer more than 50% from whole translating sentences items.

c. Students' ability in constructing imperative sentences in changing sentences

Based on the test result of the ability the eleventh grade students in constructing imperative sentences in changing sentences items, it is known that the students' average score is 10,30. It means that the ability of the eleventh grade at science and Islamic Indonesian letter students of

MAN Pelaihari in constructing imperative sentences in classifying sentences items belongs to average category.

- d. Students' ability in constructing imperative sentences in classifying sentences

Based on the test result of the ability the eleventh grade students in constructing imperative sentences in classifying sentences items, it is known that the students' average score is 8,75. It means that the ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences in classifying sentences items belongs to average category.

- e. Students' ability in constructing imperative sentences in rearrange sentences

Based on the test result of the ability the eleventh grade students in constructing imperative sentences in rearrange sentences items, it is known that the students' average score is 3,13. It means that the ability the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences in rearrange sentences items belongs to average category.

- f. Students' ability in constructing imperative sentences in making imperative sentences

Based on the test result of the ability the eleventh grade students in constructing imperative sentences in making imperative sentences items, it is known that the students' average score is 6,11. It means that the



ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences in making imperative sentences items belongs to average category.

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the data presentation and data analysis in the previous chapter, the writer concludes the research result as follows:

Research result at MAN Pelaihari located Tanah Laut regency as concern students' ability in constructing imperative sentences is in Average Category (46,7 score) so can be conclusion as follow:

- a. Constructing imperative sentences in multiple choice items.

Students' ability in constructing imperative sentences in multiple choice items is in average category (5,33score)

- b. Constructing imperative sentences in translating sentences items.

Students' ability in constructing imperative sentences in translating sentences items is in average category (12,53 score).

- c. Constructing imperative sentences in changing sentences items.

Students' ability in constructing imperative sentences in changing sentences items is in average category (10,30 score).

- d. Constructing imperative sentences in classifying sentences items.

Students' ability in constructing imperative sentences in classifying sentences items is in average category (8,75 score).

- e. Constructing imperative sentences in rearrange sentences items.

Students' ability in constructing imperative sentences in rearrange sentences items is in average category (3,13 score).

- f. Constructing imperative sentences in making imperative sentences items.

Students' ability in constructing imperative sentences in rearrange sentences items is in average category (6,11 score).

And based on cognitive domain, the ability of students is sufficient, because in multiple choices (knowledge), in translate (comprehension), change (application), classify (analysis), rearrange (synthesis), and make sentences (evaluation) the students can answer 50% correctly. So, it means the ability of the eleventh grade at science and Islamic Indonesian letter students of MAN Pelaihari in constructing imperative sentences academic year 2009/2010 is average.

## **B. Suggestion**

1. For Headmaster of MAN Pelaihari it would better to more improve the quality of education and to give attention to the all of teachers, especially English teachers.
2. Especially to the English teachers always gives attention of the duty as a teacher and always improves your knowledge especially in constructing imperative sentences and read some literature relating using preposition, so that students ability in constructing imperative sentences go to best.

3. The teacher should be known more about some factors that influence the students can understand in constructing imperative sentences. Beside of that, the teacher is need to improve the students vocabulary because from the result of the test the researcher finds that most of students cannot answer the test because they cannot or still difficult in understanding the meaning of sentences.
4. For students, they should study more and more and practice much about grammar, and collect many of vocabularies.

**CURRICULUM VITAE**

1. Name : Rabiatul Adawiyah
2. Place, Date of Birth : Banjarmasin, May 31th, 1987
3. Sex : Fimale
4. Marial Status : Unmarried
5. Religion : Islam
6. Address : Jl. Cengkeh No. 44A, Rt. 35
  
7. Education :
  - a. SDN Angsau 2 Pelaihari. Year
  - b. MTsN 1 Pelaihari, Year
  - c. MAN 1 Pelaihari, Year
  - d. Fakultas Tarbiyah IAIN Antasari  
Banjarmasin, Year 2005-
  
8. Parents
  - a. Father
    - Name : Sufiani, BA
    - Occupation : Civil Servant
    - Address : Jl. Kihajar Dewantara No. 18 Rt. 7A Angsau  
Pelaihari, Tanah Laut Regency
  
  - b. Mother
    - Name : Siti Asmah
    - Occupation : House wife
    - Address : Jl. Kihajar Dewantara No. 18 Rt. 7A Angsau  
Pelaihari, Tanah Laut Regency

