CHAPTER I
INTRODUCTION

A. The Background of The Research

Imperative sentence is a sentence that is used to make request, command or order. Imperative sentence begins with verb (not subject) so that there is no “verb agreement” in imperative sentence. In imperative sentence verb becomes focus of sentence. Unlike other kinds of sentence, the subject in imperative sentence is “understood you” that does not appear explicitly (http://steckvaughn. hmhco.com /HA /correlations /pdf/l/LEe2_subjim perative.pdf, 2013). However, in certain imperative the subject “you” appears clearly.

Generally the imperative sentence in both English and Indonesian is the same. Imperative sentence always begins with verb. In English, imperative uses base verb or verb –ing. Meanwhile verb in Indonesian imperative is the same in all sentences. For example, in the imperative sentence “go to library”, the word “go” is base verb. In Indonesian imperative “pergilah ke perpustakaan”, the word “pergilah” is verb.

An imperative sentence functions a vital role to make good communication. The use of imperative sentence in daily life is a must. It relates to the condition where people can not fulfill their needs themselves. According to Megginson (http ://www.writing centre.uottawa.ca/ hypergrammar/sntpurps.html) people need imperative sentence because they
have to request, command, or persuade others. Imperative sentence also often comes in written text such as advertisements, procedures explanation, warning, notice etc. Mastering imperative sentence, therefore, is helpful and will make the life easier.

Because of the importance of imperative sentence, junior high schools teach imperative sentence to students. Students are taught to be able to master procedure text. Procedure text is one of topics of English curriculum that discusses how to learn imperative sentence. Hopefully, students can understand imperative sentence both in spoken and also in written ways.

Based on the description above, the writer was interested in conducting a research which entitled “An Error Analysis on the Students’ Ability in Imperative Sentence. (A Descriptive Study of Class VIII MTs Maarif NU Krenceng Purbalingga in Academic Year 2013/2014).

B. The Reason of choosing topic

There were two reasons why imperative sentence was chosen as the topic. Firstly, the imperative sentence is often used in daily communications both written and oral communication so mastering imperative sentence is very helpful. Secondly, investigating the students’ ability of imperative sentence is very important to know what achievement and problem faced by students in process of learning imperative sentence.
C. **Research Problems**

Based on the background of the research, the formula of the problem was what kinds of errors were made by the students in making imperative sentence.

D. **The Aim of Research**

The objectives of the research was to find out the kind of errors made by the students in imperative sentence.

E. **The Clarification of the Key Term**

The title of this research was “An Error Analysis on The Students’ Ability in Imperative Sentence (A Descriptive Study of Class VII MTs Maarif NU Kreceng Purbalingga in Academic Year 2013/2014). In order to make the terms clear, the meaning of the term used in the topic were clarified below:

1. Error Analysis
   a. Error
      According to Setyawati (2010:13) error reffers to something that is not right or breaks the regulation.
   b. Analysis
      Setyowati (2010:18) says that analysis is a process to identify something or someone.

2. Students’ Ability
   a. Student
      A student was once defined as one who studies something. However, in modern definition a student is “one who attends college or
university “.

b. Ability

Ability means the quality that’s permits or facilitates achievement or accomplishment.

Students’ ability can be said as how good a student is able to understand a skill or something taught in an education institution.

3. Imperative Sentence

a. Imperative

Cowan (2008:110) stated that imperative is a sentence used to convey commands, order, instruction and request. Different from other types of sentences, imperative sentence has “you understood” subject that is not seen explicitly. Verb becomes main focus in the imperative.

b. Sentence

A sentence is a group of words that expresses a complete thought; it is an independent clause (a group of words that can stand by itself) that contains a subject and a verb (http: arkcs.arkansas. gov/pp_database/what_is_a_sentence.ppt)

Imperative sentence is a group of word (minimally contains a verb) that is used to request and instruction. A subject either can appear or can be omitted.

F. Research Contributions

The contributions are as follows:

1. The result of this research would help the writer to evaluate the teaching and learning process.
2. This research would give information to the readers about the students’ difficulties in learning imperative sentence and how good the students’ ability in using imperative sentence.