



**THE ANALYSIS OF STUDENTS' ABILITY IN
BUILDING COMMAND SENTENCE AT MTs S YPKS
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education Scholar (S.Pd.I) in English*

WRITTEN BY:

NURSAIDAH POHAN

Reg. No: 10 340 0100

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC
PADANGSIDIMPUAN**

2015



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Written By:

NURSAIDAH POHAN
Reg. No: 10 340 0100



Advisor I

Ray Lubis

Rayendriani Fahmei Lubis, M.Ag
NIP: 19710510 200003 2 001

Advisor II

Zainuddin

Zainuddin, S.S., M.Hum
NIP: 19760610 200801 1 016

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC
PADANGSIDIMPUAN**

2015

Term : Thesis
a.n. Nursaidah Pohan

Item : 7 (seven) Exemplars

Padangsidempuan, 26 February 2015

To:
Dekan Tarbiyah and teacher Training Faculty
In-

Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Nursaidah Pohan, entitled "*An Analysis of Students' Ability in Building Command Sentence at MTs S YPKS Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamualaikum Wr. Wb.

Advisor I



Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II



Zainuddin, S.S., M.Hum
NIP: 19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **NURSAIDAH POHAN**

Reg. No. : 10 340 0100

Faculty/Department : Tarbiyah And Teacher Training Faculty/ TBI-3

Title of Thesis : **THE ANALYSIS OF STUDENTS' ABILITY IN BUILDING COMMAND SENTENCE AT MTs S YPKS PADANGSIDIMPUAN**

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Declaration Maker



NURSAIDAH POHAN

Reg. No. 09 340 0042

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As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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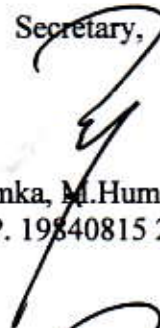
Name : NURSAIDAH POHAN
Reg.No. : 10 340 0100
Thesis : THE ANALYSIS OF STUDENTS' ABILITY IN BUILDING
COMMAND SENTENCE AT MTs S YPKS PADANGSIDIMPUAN

Chief,



Dr. Lelya Hilda, M.Si
NIP: 19720920 200003 2 002

Secretary,

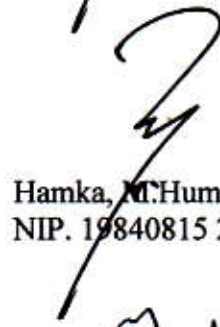


Hamka, M.Hum
NIP. 19840815 200912 1 005

Members,



Dr. Lelya Hilda, M.Si
NIP: 19720920 200003 2 002



Hamka, M.Hum
NIP. 19840815 200912 1 005



Zainuddin, S.S., M.Hum
NIP: 19760610 200801 1 016



Sojuangon Rambe, S.S., M.Pd
NIP:19790815 220064 1 003

Proposed:

Place : Padangsidempuan
Date : 26 February 2015
Mark : 72, 62 (B)
IPK : 3.09
Predicate : Very Good



RELIGION MINISTRY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

LEGALIZATION

**The Thesis with Title : THE ANALYSIS OF STUDENTS' ABILITY IN
BUILDING COMMAND SENTENCE AT MTs S
YPKS PADANGSIDIMPUAN**

Name : NURSAIDAH POHAN

Reg. No : 10 340 0100

The thesis has been accepted as a partial fulfillment of requirement for degree
of Graduate of Islamic Education (S.Pd.I) in English.

Padangsidempuan, 22 - 04 -,2015

H. M. M. M. M. M., S.Ag., M.Pd.
NIP. 19720702 199703 2 003

Nama : NURSAIDAH POHAN
Nim : 10 340 0100
Facultas/Jurusan : Tarbiyah/TBI-3
Tahun : 2015-2016
Judul : THE ANALYSIS OF STUDENTS' ABILITY IN
BUILDING COMMAND SENTENCE AT MTs S YPKS
PADANGSIDIMPUAN.

ABSTRACT

The aim of the research was to know the students' ability in building command sentences at MTs S YPKS Padangsidimpuan, and to know the difficulties of students' ability in building command sentences.

The research was conducted with qualitative descriptive research. Based on analysis of data, the research used the qualitative research. The sources of the data, the Primary data was collected from the students grade VII at MTs S YPKS Padangsidimpuan. The Secondary sources of data were headmaster and English teachers at MTs S YPKS Padangsidimpuan. The instruments in collecting data were test, interview, and observasi. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' ability in building command sentence at MTs S YPKS Padangsidimpuan was enough (51%) and those were The difficulties students' ability in building command sentence at grade seven MTs S YPKS Padangsidimpuan was students did not mastered using tenses, the students still weak in determine the changing where were subject, object and complement that happened in command sentence and the students did not know about the meaning of the word in sentence.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled “ The Analysis of Students’ Ability in Building Command Sentence at MTs S YPKS Padangsidempuan”. This thesis is researcher in order to fulfillment of the requirement for degree of Islamic Education Scholar (S.Pd.I) in English Education Study Program at Tarbiyah Departement of IAIN Padangsidempuan.

1. Special thanks to Mrs. Rayendriani Fahmei Lubis, M.Ag., as my advisor I and Mr. Zainuddin, S.S., M.Hum. as advisor II who had guided me with great patience throughout my thesis writing and enlightened me on a new way of looking at language teaching research. I also would like to thank them for offering consultative aids and advices for finishing this thesis as well
2. Special thanks to the Leader of IAIN Padangsidempuan DR. H. Ibrahim Siregar, M.CL. for his authorization of the thesis, the Deputy Leader I, II and III who gladly provided infrastructures in the case of scholar documents.
3. Special thanks to the Chief of Department, Hj. Zulhimma, S.Ag., M.Pd. for her kindness to support the scholar requirements. Then, special thanks to the Chief English Educational Department, Mrs. Rayendriani Fahmei Lubis, M.Ag., who gladly supported every requirements of thesis finishing.
4. Special thanks to all the lecturers and all the academic cavities of IAIN Padangsidempuan, who had helped me in writing this thesis and also in this studying.

5. Special thanks to the Headmaster of MTs S YPKS Padangsidempuan, Dra. Hj. Salohot pulungan who had allowed me to the research establishment, information giving, and data collection admittance of the thesis. I appreciated much to the co-teacher Mrs. Lily Arwani Harahap, S.Pd. is the English teacher at the research school to collaborate with me in completing the thesis data collection.
6. I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people: Special thanks to my parent, my big family, and special thanks to Mr.Arbanurrasyid, M.A., Rayendriani Fahmei Lubis, M.Ag and his family for encourages, strength, and lovely advices to carry on and complete the hard work of thesis.
7. Thanks are due to all of my friends who had helped the researcher in writing this thesis.

Last but least, researcher just want to say thank you very much form their helping. Allah bless them and IAIN Padangsidempuan.

Padangsidempuan, 23 February 2015

Researcher



Nursaidah Pohan

Reg. No.10 340 0100

TABLE OF CONTENT

	PAGE
PAGE OF TITLE	
ADVISOR'S LEGALIZATION PAGE	
ADVISOR'S DECLARATION PAGE	
DECLARATION LETTER OF WRITING OWN THESIS PAGE	
AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY PAGE	
MUNAQOSYAH EXAMINATION PAGE	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING	
ABSTRACT	
ACKNOWLEDGMENT	
CONTENT LIST	
LIST OF TABLES	
LIST OF APPENDICES	
CHAPTER I INTRODUCTION	
A. The Background of Problems	1
B. The Focus of the Problem	4
C. The Formulation of Problems.....	4
D. The Aim of Research.....	4
E. The Significances of the Research.....	4
F. The Definition of Key Terms	5
G. Thesis Outline.....	8
CHAPTER II THEORETICAL DESCRIPTIONS	
A. Theoretical Description	10
1. Definition of Students' Ability.....	10
2. Sentence.....	11
a. Definition of Sentence	11
b. The Kinds of Sentences.....	12
1) The Simple Sentence.....	12
2) Compound Sentence.....	14
3) Complex Sentence.....	15
4) Compound Complex Sentence.....	16
3. Building Command Sentence.....	17
a. Definition of Command Sentence.....	17
b. Kinds of Command Sentence.....	18
1) Positive Command Sentence.....	18

2) Negative Command Sentence.....	22
3) Command Sentence by Use of Let's Word.....	24
B. Review Related Findings.....	25

CHAPTER III RESEARCH METHODOLOGY

A. Approach of Research.....	27
B. Location and Sechedule of Research.....	28
C. Source of Data.....	28
D. Instrument of Collecting Data.....	28
a) Test	28
b) Interview	30
E. Technique of data trustworthiness.....	30
F. Technique of Data Analysis.....	32

CHAPTER IV THE RESULT OF THE RESEARCH

A. General Findings.....	34
B. Specific Findings	36
C. Discussion	56
D. Threats of the Research.....	57

CHAPTER V THE CONCLUSION AND SUGGESTION

A. Conclusions	58
B. Suggestions.....	59

REFERENCE

CURRICULUM VITAE

APPENDICES

LIST OF TABLES

Appendix I :Pedoman Wawancara

Appendix II :The List of Test

Appendix III :The Answering of Questions

Appendix IV :Respondent Answer of Each Item Number

Appendix V :The list of Students' Names Grade VII-1 MTs S YPKS Padangsidimpuan

Appendix VI :Arrange the Following Command Sentences with a Good Sentences

Appendix VII :Field Notes (Catatan Lapangan)

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is an international language. It is spoken by many people all over the world, either as the first or second language, English also is the key which opens doors scientific and technical knowledge which is needed for the economic and political development of many countries in the world.

Learning English is applied even in Indonesia; because of Indonesia is one of the developing countries that go in the globalization of free market. So, the Indonesia society should have ability and knowledge about English language to follow the new area. The national of teaching English in Indonesia now days is as needed. To improve ability and knowledge in English language in Indonesia society, government has concluded English as one of the major lesson in national curriculum.

In Indonesia English is one of the foreign language that are provided as compulsory subject to students of Elementary school (SD), Junior High School (SMP), Senior High School (SLTA/ SMA), and higher education level. English has the basics that need to be understood include such as, structure and grammar, vocabulary, reading, speaking, listening, and writing.

Almost students have experienced four skills that have been learned since kindergarten or elementary school. Of course, not all of students who have the

same interested in the aspects of the English language. Certainly, students should know many skills. To improve they skills students need to understand about structure, grammar or vocabulary. The researcher focuses to search the students' grammar especially in command sentences.

An attempt has, however, been made to illustrate the function of grammar. *The first*, the study of language: grammar is primarily concerned with the study language. It explains to us the difficulties and problems involved in learning a language and it guides us how language is effectively used in our day-to-day life. *The second*, study of words: grammar tells us how words are formed and why they are classified into various categories. It also instructs us how words are combined and grouped into sentences. We also know when and where a particular word should be used.

The third, the study of sentence structure and patterns: what we study in grammar is the sentence structure. As a matter of fact, sentence structure is very essential in every language. Grammar makes us familiar with these sentence patterns. It enables us to understand how sentences are patterned and how they are used in our practical life for proper and effective communication.

Command sentences are necessary used by people. *The first*, command sentences used by people to communicate. Command sentences will help when the people needs to say something. So, command sentences are important to learn by people. *The second*, students use command sentences to order their friends to do something. Creativity of students in stringing words or phrase with easier and

will foster good relation between students and other friends. This will allow students to communicate with other friends. Students will be better in speaking and students do not contain many redundant words.

So, command sentences are an important subject in Junior High School. In the seven grade of Junior High School the students have taught how to building command sentences. After asking the English teacher at MTs S YPKS Padangsidimpuan, she said that they didn't know where are subject, predicate, and object in sentence. Most of them didn't understand how to building sentences well.

Researcher found same problem in MTs S YPKS Padangsidimpuan the problem that students still confused to building command sentence. Based on the buku kumpulan nilai (lager) of grade VII students of MTs S YPKS Padangsidimpuan, the students values in English can categorized into high category, but in learning about command sentences the students felt difficult.

The resecher's reasons for choosing this study stated as follow

1. The researcher wants to find out thebstudents difficulties in building command sentences.
2. The researcher would like to get ideas and insight how to evercaming the problem in teaching building command sentences.

Considering the condition above, the researcher then feels interested to conducting the research about The Analysis of Students' Ability in Building

Command Sentence at MTs S YPKS Padangsidimpuan. This study is aspected to be able to analysis ability in building command sentences.

B. The Focus of the Problem

This research was focused on the analysis of students' ability in building command sentences and focused at the Grade VII MTs S YPKS Padangsidimpuan.

C. The Formulation of The Problem

In this thesis the researcher tried to describe the problem as follows:

1. How was the students' ability in building command sentences?
2. What were the difficulties of students' ability in building command sentences?

D. The Aims of The Research

There are some aims of the research, they were:

1. To know the students' ability in building command sentences
2. To know the difficulties of students' ability in building command sentences.

E. The Significances of the Research

The significances of the research were:

1. The English teachers to give more attention for their students' in building command sentences.
2. The Headmaster to give more attention to the English teachers and prepares them facilities in teaching.
3. The researcher who will become a teacher of English in the futur

F. The Definition of Key Terms

To reduce misunderstanding about the terms that used in this research, so, the researcher will explains the terms as:

1. Analysis

According to Hornby, “The analysis is the study of something by examining its parts and their relationship”.¹ While in Indonesian Dictionary stated that “Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya”.² (Analysis is the investigation of an event to find out the real situation).

From the definitions above, it can be concluded that analysis is the study about something to find out the real situation.

2. Students

According to Hornby that “the student is a person in studying at school or college”.³ Student is a person who studies, or investigates or person who is enrolled for study at school, college, etc.⁴ While Rama Yulis stated in *Ilmu Pendidikan Islam*, “Siswa adalah anggota masyarakat yang berusaha

¹ AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

² Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

³As Hornby. *Op. Cit. p. 1973*.

⁴ Victoria Newfeldt, *Webster's New World College Dictionary* (USA: Macmillan, 1996), p. 1330.

mengembangkan dirinya melalui jenis dan tingkat pendidikan tertentu”⁵. (student is the member of society that effort to develop his/her self throught education level process and kinds of certain education).

So based on those defenitions above, the researcher concluded that the student a person who learn on the grade of junior high school on the formal education institution. And the student in this research is a person who studies at the grade VII in MTs S YPKS Padangsidimpuan.

3. Ability

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It does also can be determined as a skill, expertness, or talent.⁶ Hornby stated that “Ability is the mental or physical capacity, power or skill required to do something”.⁷ While based on the Webstern New World Collage Dictionary, “ability is the power to do something physical or mental”.⁸

From the definitions above, it can be concluded that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the grade VII students MTs S YPKS Padangsidimpuan in command sentence.

⁵ Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

⁶ *Ibid.*, p. 2.

⁷ As. Hornby, *Op. Cit*, p. 2.

⁸ Victoria Neufelat & David B. Guralmik,, *Op. Cit*, p. 2.

4. Command

An order, the ability to use or control. Command is able to used in English language to order someone to do something.⁹ Surayin commands expressed by the imperative (perintah dinyatakan dengan imperatif).¹⁰ According to the researcher, command is an imperative statement. One person order author to do something.

5. Sentence

Sentence is a group of words that have one subject and one predicate which make sense.¹¹ Sentence is group of words which makes complete sense.¹² According to Sulastris that "kalimat adalah sekumpulan data yang mempunyai paling sedikit satu objek dan satu predikat serta mengandung arti yang sempurna".¹³ Another word, sentence is group of words that have one subject and one predicate which make sense. Sentence is a complete independent unit of thought and consists of two main parts, a subject and a predicate.¹⁴ According to the researcher, sentence is group of words consists of subject, predicate and object that is meaningful.

⁹AS Hornby, *Op.Cit*, p. 227.

¹⁰Drs. Surayin, *Perfect English Grammar*, (Bandung : YramaWydia, 1999), p. 311.

¹¹ Alice Oshima and Ann Hogue, *Writing English Academic*(USA: Wesley Publishing company, 1983) ,p, 121.

¹² Drs. Surayin, *Op.Cit*, p,235.

¹³Sulastris, *Learning English Grammar* (Surabaya: Karya Gemilang Utama, 1999), p. 96.

¹⁴ Alice Oshima and Ann Hogue, *Op, Cit*, p.121.

G. Outline of the Thesis

The outline of the thesis included three chapters, they were:

The first chapter was an introduction that consists of the background of the problem, focus of the problem, formulation of the problem, aim of the research, the significance of the research, definition of key terms and outline of the thesis.

The background of the problem talk about the reason to the choose the title of the research. Focus of the research was made to specific discussion of the research. The researcher start the formulation of the problem used to give a general problem of the research. The aims of the research were made to clarify the purpose of this research. The significances of the research was made to state that the research was useful for researcher and others. Definition of the key terms was used to clarify the terminologies in the title of this research. The outline of the thesis was the content of the thesis generally.

The second chapter was a theoretical description consists of the theoretical about of sentence, command sentence, students' ability, and review of related findings. The third chapter is the research methodology that consists of the approach and kind of the research, setting of the research, the source of the data, the technique for collecting the data, technique of checking trustworthiness and the technique of data analysis.

Setting of the research were the time and place of the research. The source of the research was the participant of the data. The technique for collecting the data was the way and instrument to get the data. Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the data collected. The techniques of data analysis were to analyze the data collected.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Definition of Students' Ability

According to Hornby that “the student is a person in studying at school or college”.¹ Student is a person who studies, or investigates or person who is enrolled for study at school, college, etc.² In Indonesia dictionary the students is a learner especially on the grade of elementary, junior and senior high school.³ Ramayulis said that student is the member of society that effort to develop his/her self through education level process and kind of certain education.⁴ It can be concluded that student is a person that studying at school not only Elementary School, Junior High School, Senior High School, but also at collage.

While based Oxford Advance Learner's Dictionary, ability is potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent.⁵ It means that, the student is everybody that get influence from someone or group of human that doing education activity. So, it can be concluded that the student is someone that learn at the school or university to the get the knowledge from the teacher. Ability is

¹ AS. Hornby, *Oxford Advenced Learner's Dictionary*, p. 1973.

² Victoria Newfeldt, Guralmik, *Op. Cit.*, p. 1330.

³ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Op. Cit.* p. 1077.

⁴ Ramayulis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

⁵ Hornby, *Op. Cit.*, p. 2.

the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It's also can be determined as a skill, expertness, or talent.⁶

Based on above definitions, the researcher concludes that the students ability is power level of skill or intelligence of a person who is studying in university or collage in performing something. So, students' ability is a person who is a level of skill or intelligence in analyzingworks wthat person is studying at junior high school up to a university or collage.

2. Sentence

a. Definition of Sentence

Moore stated that sentence is the word group which conveys a complete idea in the larger context op the paper, is the basic unit of thought, the device by which we call attention to a topic , the subject, and then say samething about the topic. Furthermore, Moore classified sentence into four major headings, by purpose, by syntax , by form and by completeness.⁷

Sentence is an oral or written communication which is made up one or more units. Another word, sentence is group of words that have one subject and one predicate which make sense. Sentence is a complete independent unit

⁶Hornby, *Ibid.*, p. 2.

⁷ R. H. Moore, *Effective Writing* (New York: Holt, Rinehart and Winston, 1966), p. 123.

of thought and consists of two main parts, a subject and a predicate.⁸ Sentence is group of words which makes complete sense.⁹

The subject is the word or words that names the person, thing, or place that sentence is about. The subject is usually a noun or pronoun. The predicate makes a statement about the subject. It consists of a verb and modifiers or complement. Complement is a word or words that used to complete the meaning of the verb. The verb is the most important part of predicate. It express action or a state of which a full grammatically analysis.¹⁰

b. Kinds of Sentences

1) The Simple Sentence

Simple sentence is the sentence that is one object and one predicate, it is independent clause.¹¹

Examples:

- a) The horse runs.
- b) They come here.
- c) I write a novel.

Based on the meaning and the the use of the sentence, the sentence can also be divided into some kind simple sentences:¹²

1) Affirmative sentence

⁸ Alice Oshima and Ann Hogue, *Loc. Cit.*

⁹ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Dehli: 2003). p, 235.

¹⁰ R. H. Robins, *Generally Linguistics* (London: Logman Publisher, 1968), p.190.

¹¹ *Ibid*, p.192.

¹² *Ibid.*, p. 240.

Affirmative is saying that something stated is true or a word or expression that indicated assent or agreement.¹³so, affirmative sentence is the sentence saying that something stated is true or the sentence that indicating assent or agreement.

Examples:

- a) She cooks.
- b) She is student.

2) Negative sentence

Negative is the opposite of positive or containing, expressing, or implaying a denial or refusal.¹⁴ So, negative sentence is the sentence that is opposite with affirmative sentence, it is the sentence that refuse of something.

Examples :

- a) She doesn't cook.
- b) She is not a student.
- c) He is not happy.

3) Interrogative sentence

Interrogative sentence is the sentence that asks something or having the form as a question.¹⁵ There kinds of this sentence;

- a) Yes/ No question

¹³ Victoria Newfeldt, *Webstern New World Collage Dictionary, Op. Cit.*, p.22.

¹⁴ *Ibid*, p.907.

¹⁵ *Ibid.*, p.706.

Yes/ No question is the question that begins with the auxiliaries, to ask that the statement is correct or not.

Examples :

- (1) Does she cook? Yes she does.
- (2) Is she a student? No, she is not.
- (3) Did they study hard? No, they didn't.

b) WH- Question

WH- Question is a question that are formed by using WH, such as why, who, what, where, when, and how.

Examples :

- (1) What is your name?
- (2) When were you born?
- (3) Where do you come from?

So, all simple sentence is a fundamental two part pattern called the subject and the predicate. It is only one full predication in the form of an independent clause.

2) Compound Sentence

Compound sentence is a sentence that is made up of two or more principles or main clause.¹⁶ compound sentence is a sentence which consists of two or more coordinate clauses.¹⁷

¹⁶ R.W. Zandvoort and J. A. Van Ek, *A Hand Book of English Grammar* (Singapore: Singapore offset printing, 1980), p.206.

Examples :

a) We must hurry, or we shall miss the bus.

b) Lia was watching television in family room, and Fadli was play game.

The researcher concludes that a compound sentence is used when you want to give equal weight to two closely related ideas, and it is two or more full predications in the form of independent clauses. Then compound sentence is an relation with conjunction.

3) Complex Sentence

A complex sentence is made up of a simple sentence (a complete statement) and a statement that begins with a dependent word.¹⁸ Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.¹⁹ The independent clause is introduced with a subordinate, such as when, while, where, because, if, even thought and so that.

Examples :

1. The people rest when evening came.

2. She came when I went out.

¹⁷*Ibid.*, p. 239.

¹⁸*Ibid.*, p. 197.

¹⁹*Ibid.*, p.198.

4) Compound Complex Sentence

Compound complex sentence is a sentence which consists of two or more clauses and at least one subordinate clause.²⁰ A compound- complex sentence is made up of two (or more) simple sentences and one or more dependent statements. In the following examples, there is a solid line under the simple sentences and a dotted line under the dependent statements.²¹

Examples:

a) When the power line snapped, Jack was listening to the stereo, and Lia was reading in bed.

b) The volcano erupted.

The sky turned black with smoke.

Nearby villagers were frightened.

They clogged the roads leading to safety.

- When the volcano erupted, the sky turned black with smoke.

Nearby villagers were frightened so, they clogged the roads leading to safety.

So, based on the explanation above, all the main clause within four varieties of sentences above may take the form of statement, question, request and exclamation. All the varieties can also build or formed without connectives.

²⁰ Jayanthi Dakshina Murthy, *Op. Cit.*, p. 240.

²¹ John Langan, *Op. Cit.*, p. 201.

3. Building Command Sentence

a. Definition of command sentence

Command sentence that are used to tell someone to do something or to give an order. Command sentence can end with a period or with exclamation mark, if command sentence ends with exclamation mark, it means the author is giving an order with strong emotion. So, command sentence is one way to ordered someone to something with good language.

- 1) TOEFLs' book defined a command is an imperative statement.²² One person order author to do something. It can be presided by please. The understood subject is you. Use the simple form of the verb.
- 2) A.J. Thomson and A.V. martinet command expressed by the Imperative. This has the some form as the bare infinitive.
- 3) Surayin commands expressed by the imperative (perintah dinyatakan dengan impratif).
- 4) W Stannard Allent said that, imprative the following is a simple drill, and should be carried out with book shut. The student should in all cases do as his colleague bids him. Teach the use of please before or after the imprative.²³

²²A. Pyle, M.A and Mary Ellen Munoz Page, M.A, *Test of English As Foreign Language*, (USA: Wiley Dreamtech, 2002), p. 103.

²³ W. Stannard Allen. *Living English Structure*. (Guildford: Logman Group , 1973). P.62.

Finally, from the explanation above can be ressearcher concluded that command sentences used to tell someone to do something, or to give an order with good language.

Examples:

- a) Open the door!
- b) Open your book!
- c) Close your book!

b. Kinds of Command Sentence

1) Positive Command Sentence

a) Marcella Frank says, the simple form of the verb is used for commands or instruction.²⁴

(1) Second person, singular an plural

(a) Open the door.

(b) Bring your pen!

(2) The only types of words that may precede the imperative adverb are:

(a) An adverb of frequency:

Always open the door slowly!

Always close the door slowly!

(b) A noun in direct address:

Ikhsan, close the window!

Rifkah, open your eye!

²⁴Marcella Frank. *Moderen English*. (New York: Prentice-Hall, 1972) p.57-59.

(c) A pronoun, especially you:

To get there, you turn right at the bridge

Everyone, listen to me.

(3) A sentence with you plus an auxiliary verb (usually a modal) if open the equivalent of a sentence with the verb in the imperative mood.

You must turn right at the bridge.

You will deliver this package at once.

(4) Certain formulas of politeness either precede or follow the imperative verb in the request.

(a) Formulas of politeness before the verb:

Please open the door

Will }

Would } you (please) open the door.

(b) Formulas of politeness at the end of the sentence:

Open the door, please.

Open the door, will }

Would } you (please).

(c) Formulas of politeness split between the beginning and the end of the sentence:

Please open the door, will }

Would } you

Will }

Would } you open the door, please

With other formulas of politeness split between the beginning and the end of the sentence:

Would }
 Do } you mind opening the door (please).
 Would you be so kind as }
 Good enough } to open the door

b) According to Drs. Surayin in this, there are how to use command sentences.²⁵

(1) Commands expressed by the imperative (perintah dinyatakan dengan imperatif)

(a) The second person imperative

Type the second person imperative same with infinitive without to:

Hurry != cepat! Wait != tunggu! Stop != berhenti!

(b) The third person imperative

The third person imperative is let him/ her/ it/ them/ infinitive without to:

Let them go by train.

(2) Other ways of expressing commands (cara lain untuk mengungkapkan perintah)

(a) Subject + shall for third person commands (in written English). Shall can be used in very formal written regulations which will normally remain in force for sometimes.

²⁵Surayin, *Perfect English Grammar*. (Bandung: Yrama Widya 1999).p. 311.

Example: The chairmen, secretary, and treasurer shall be selected manually.

- (b) Subject + will, mainly for third person commands. This is a formal, impersonal, peremptory type of command, implying that the person giving the order is quite certain that he will be obeyed.

Example: You will mention this meeting to anyone.

- (c) Commands are often expressed as obligation by must:

Example:

(1) Cats must be kept on leads in this area

(2) You must cry in the room!

- (d) Instructions or ordered can be conveyed by the be + infinitive contraction:

Example: You are to report for duty immediately.

- (e) Prohibition may be expressed in written instruction by may not:

Example:

Candidates may not bring textbooks into the examination room.²⁶

²⁶Surayin, *Perfect English Grammar, Ibid.* P.312-313

2) Negative Command Sentence

a) Marcella Frank says, the simple form of the verb is used for commands or instruction.²⁷.

(1) Second person, singular and plural

Don't open the door.

Don't bring your pen!

(2) The only types of words that may precede the imperative adverb are:

(a) An adverb of frequency:

Don't ever open the door slowly!

Don't ever close the door slowly!

(b) A noun in direct address:

Ikhsan, don't close the window!

Rifkah, don't open your eye!

(c) A pronoun, especially you:

Don't you listen to him.

Don't you speak to him.

(3) 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.

You shouldn't listen to him.

You will not deliver this package at once.

²⁷Marcella Frank. *Moderen English. Loc. Cit.*

b) According to Drs. Surayin in this, there are three how to use command sentences.²⁸

(1) Commands expressed by the imperative (perintah dinyatakan dengan imperatif)

(a) The second person imperative

Type the second person imperative same with infinitive without to:

For example negative + do not (don't) in front verb:

Don't hurry != Jangan tergesa- gesa! Don't wait!= Jangan menunggu!

Don't stop!= Jangan berhenti!

(b) The third person imperative

The third person imperative is let him/ her/ it/ them/ infinitive without to: and the type of negative imperative, let him/ her/ them + must not/ is not/ are not to:

They are not go to padangsidempuan besok

(2) Other ways of expressing commands (cara lain untuk mengungkapkan perintah)

(a) Commands are often expressed as obligation by must:

Examples:

You must not smoke in the area!

You must not cry in the room!

(b) Prohibition may be expressed in written instruction by may not:

²⁸Surayin, Perfect English Grammar. *Loc. Cit.*

Example:

Candidates may not bring textbooks into the examination room.²⁹

c) By Michael A. Pyle, M.A. and Mary Ellen Munoz Page, M.A says that there are three kind of commands sentence, they are:³⁰

a) Negative commands

A negative command is formed by adding the words don't before the verb.

Examples:

(a). Don't close the door.

(a). Please don't turn off the light.

3) Command Sentence by Use of Let's Word

a) Marcella Frank says, the simple form of the verb is used for commands or instruction.³¹

(1) First and second person together

(a) Let's open the door

Let's not open the door. (Negative)

(b) Let's close the window!

Let's not close the door! (Negative)

²⁹ Surayin, *Ibid*. P.312-313

³⁰ A. Pyle, M.A and Mary Ellen Munoz Page. *Loc.Cit*.

³¹ Marcella Frank. *Moderen English. Op. Cit* p.57-59.

b) According to Drs. Surayin in this, there are three how to use command sentences.³²

(1) The first person imperative (positive)

The first person imperative is let us (let's) + infinitive

(a) Let's up stand together in this emergency

(b) Let's go to campus.

(c) Let's go to canteen.

(2) The first person imperative (negative)

The first person imperative is don't + let us (let's) + infinitive

(a) Don't let's go to market.

(b) Don't let's go to sibolga.

B. Review of Related findings

Research is study about certain object to find out new fact about it, There have been many researcher done regard to this research problem, writing skill improvement. they are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete and empty side of research focus the related findings are firstly, a script of Maulana Majid Nasution ``The analysis on students' ability in writing sentences at the

³²Surayin, Perfect English Grammar. *Op. Cit.*p. 311

fourth semester students of English education study program (TBI) IAIN Padangsidimpuan.³³ The kind of research is qualitative research.

Secondly, a script of Nur Hikhwan gultom“The correlation between of preposition mastery and building sentence mastery at SMP Negeri 3 Padangsidimpuan” The result of this research said that there is correlation between preposition and building sentence mastery.³⁴ The third, a script of Rusdin Nuryadin “Improving Student’s Abilityin Commond Sentences Though Total Physical Response (TPR) In SD N 200515 Padangsidimpuan. The kind of there search is classroom action research.

In relation with that , the researcher wanted to know and wanted to look for other information deeply with same material in writing descriptive text. It is done at IAIN (State institute of English education department Islamic studies).

³³ Maulana Majid Nasution , The analisis on students` ability in writing sentence at the fourth semester students of English aducation study program(TBI) STAIN Padangsidimpuan (Script IAIN Padangsidimpuan, 2013) .

³⁴ Nur Hkhwan gultom The correlation between of preposition mastery and building sentence mastery at SMP Negeri 3 Padangsidimpuan, (Padangsidimpuan: Unpublished script, 2007).

CHAPTER III

RESEARCH METHODOLOGY

A. Approach of Research.

The research would conduct though qualitative descriptive research. Based on analysis of data, the research used the qualitative research According Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as test and interviews, other more discursive sources of information.¹ Depend on Sugiyono, qualitative is a research based on post optimis philosophy, the research is used for researching condition of object naturally, and where the researcher will become a key instrument.²

Meleong said that qualitative research is the research that is mean to understand the phenomenon about what is the subject research undergone by using nature method.³ This research is done by collecting analyzing, interpreting data, fact and then concluded by inductive method. Actually in this research the researcher would show and draw the students’ ability in building command sentences at MTs S YPKS Padangsidimpuan.

¹ L. R. Gay & Peter Airasian, *Educational Research: Compotes for Analysis and Application* (USA: Prentice Hall, Incorporate. 2000), p. 9.

²Sugiyono, *metode penelitian kuantitative dan kualitative dan R & D* (Bandung: Alfabeta, 2009), p. 9.

³Lexi J, Moleong, *Metode Penelitian Kualitative* (Bandung: Remaja RosdaKarya, 2009), p.126.

B. Location and Schedule of Research.

1. Location of Research

This research had conducted at the grade eight MTs S YPKS, which addressed at. Jl. Sutan Soripada Mulia, North Padangsidempuan

2. Schedule of Research

This research has been done from October 2014 until Januari 2015.

C. Source of Data

The research consists of two sources of data; it was the sources of primary data and secondary data.

1. The Primary data was collected from the students at MTs S YPKS Padangsidempuan.
2. The Secondary sources of data were headmaster and English teachers at MTs S YPKS Padangsidempuan.

D. Instrument and Technique of Collecting Data

To get the data, the research used some instruments like:

a) Test

Based on the sources of the research, for the primary data the researcher used the test as an instrument for collecting the data, although this research used the qualitative research. L. R. Gay stated: "Qualitative

research sometimes combines qualitative (ex. Observation) and quantitative (ex. Test scores) data in studies, resulting in the need for statistical analysis.⁴

Suharsimi Arikunto said, “test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, intelegence, kemampuan atau bakat yang dimiliki oleh individu atau kelompok”.⁵ It meant that test was a group of questions or exercise to measure the skill, knowledge, ability or talents are head by individual or group.

The building command sentences was given to seven grade students of MTs S YPKS Padangsidempuan as an informant of this research. The test was consists of 25 questions, the test was essay, for correct answer was given 4 values, while the incorrect answers were not given a value. So, it meant that totality of score was 100. These were material that used in the test, the building commands sentence.

Instrument of the Test

No	Item	Test	Number of Items	Result
1.	Positive command sentences	9	1-9	36
2.	Negative command sentences	8	10-17	32
3	Command Sentences by use of let's word	8	18-25	32
Total	3 kind of test	25 test	25 test	100

⁴ L. R. Gay and Peter Airasian. *Op. Cit*, p. 109.

⁵ Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: RinekaCipta, 2005), p.156.

b) Interview

Interview is a purposeful interaction, usually between two people, focused on one person trying to get information from the other person.⁶ Interview was one of the techniques of collecting data by doing oral interview in individual meeting. Interview was given for seven grade students at MTs S YPKS Padangsidempuan. The questions were appropriated with the list of interview.

Interview was done for getting data about the difficulties of students' ability in building command sentence at MTs S YPKS Padangsidempuan. Interview was done also with English teacher and headmaster. It was done to getting information about condition at MTs S YPKS Padangsidempuan not only about their students but also the development of this school.

E. The Technique of the Data Trustworthiness

Trustworthiness qualitative research was very important because checking the Trustworthiness of the data was used to contradict the assumption of qualitative research which not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies as follow:⁷

⁶L.R. Gay and Peter Airasian, *Educational Research*, (USA: Prentice Hall, 2002), p. 219.

⁷*Ibid.* P. 225.

- a) Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency of responses.
- b) Include additional participants to broaden the representativeness of the study and thus the database.
- c) Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.
- d) Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.
- e) Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f) Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
- g) Use verbatim accounts of interviews by collecting and recording data with tape recordings or detailed field notes
- h) Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i) Examine usual results for explanation
- j) Using different data sources to confirm one another, as when interview, and recollection of other participants produce the same description of an

event, or when a participant responds similarly to a personal question asked on three different occasions.

The research just took two technique to check the Trustworthiness data with compare the result of test, and interview. Based on the result of the test, it can be concluded that the students' ability in building command sentence into enough category (51 %). According to the result of interview with English teacher and students that students still felt difficult in building command sentence. Based on the result of the test and interview, students can be categorized into enough category. So it can be concluded that the result of the test of students appropriate with the result of interview of students.

F. Technique of Data Analysis

After collecting data, researcher analyzed data from the result of test which has given to 20 students of eight grade students MTs S YPKS Padangsidempuan. Depend on Lexy J. Moleong, technique of data analysis in qualitative research can be done with these process below:

1. Starting from research about all data which consist of some sources data.
2. Holding reduction of data with making abstraction.
3. Arranging in one unit.
4. Categorization to the next steps.
5. Holding investigation about validity of data.

6. Making interpretation of data.⁸

So researcher made the technique of data analysis for this researcher such as below:

- a. After collecting data their answer, the researcher analyzed the result of the test with mean score, and average score of students were interpreted in descriptive.
- b. Description of data. Expounding data into combination of sentences systematically.
- c. Take a conclusions, it is done to conclude the discussion solidity and briefly.

⁸Lexy J. Moleong, Metode Penelitian Kualitatif (Bandung: Remaja Rosda Karya, 1999), p. 329.

CHAPTER IV

FINDING AND DISCUSSION

A. General Findings

As a general result of this thesis, researcher would describe the location and setting of research. The place of research was conducted at MTs S YPKS Padangsidimpuan 2015/ 2016 academic year, which the complete address is at komplek pendidikan Jl. Sutan Soripada Mulia district north Padangsidimpuan. This MTs S YPKS Padangsidimpuan was built on \pm 2060 meter square.

Nurdin S.Pd, Deputy headmaster said that many developments that event in MTs YPKS Padangsidimpuan. The first MTs YPKS Padangsidimpuan has two classes, one for MTs and one MA YPKS, while now there are 23 classes. It is means there is rising. Nurdin S.Pd, Deputy headmaster said also, they are 13 teachers of MTs YPKS Padangsidimpuan there are 13 teachers, while now there are 62 teachers. MTs YPKS Padangsidimpuan is also has enough facility,

From above those facilities, MTs S YPKS Padangsidimpuan has enough building, where all buildings even classes or offices had built permanently. MTs S YPKS Padangsidimpuan has 23 classes to conduct the process of teaching and learning.

Muhammad Irsan said that total of students' of MTs S YPKS Padangsidimpuan in 2015 are 617 students'.¹ These are total of students' MTs S YPKS Padangsidimpuan .

Table 2

Total all students at MTs S YPKS Padangsidimpuan.

Class	Frequency
VII	169
VIII	256
IX	224
Total	617

From the above table, we know that total of students at Grade VII MTs S YPKS Padangsidimpuan were (169) students, total of students at Grade VIII were (256) students and the last total of students' at Grade IX were (224) students. So, the total all of the students were (617) students.

Especially for English teachers at MTs S YPKS Padangsidimpuan there are 6 teachers, they were: Lily Arwani Hrp, S. Pd, Deli Warni, S.Pd,

¹Muhammad Irsan S.Pd chief Administration MTs YPKS Padangsidimpuan, *interview* ,MTs S YPKS (Padangsidimpuan, 27 Januari 2015)

Martua Dalimunthe, S.Pd, Efrida Wati, S.Pd, Nuriana, S. Pd and Nurun Nazifah, S.Pd.²

These were a little description of MTs S YPKS Padangsimpuan that researcher could pretend as a general result about location and setting of research.

B. Specific Findings

1. Description of the Students' Ability in Building Command Sentence at MTs S YPKS Padangsidimpuan.

Based on the result of the research was found from respondents, that the score of respondents were between 24 up to 80. It means that the high score that was got by the respondent was 80 and the lowest score was 24. The all of test was disarranged sentence, so the students must arrange the sentence correctly. The data description of students' ability in building command sentence at seven grade in MTs S YPKS Padangsidimpuan could be seen in the following:

a. Positive Command Sentence

The result of the test students' ability in building positive command sentence were:

1. Up-hurry-!

From The result of the test students' ability in building positive command sentence item number 1 the all students true in this item. So the

²Dra. Hj Salohot Pulungan, headmaster MTs S YPKS Padangsidimpuan, *interview* 27 Januari 2015.

concluded about the students' ability in building positive command sentence item number 1 was Very high.

2. Out- get!

From The result of the test students' ability in building positive command sentence item number 2 the all students true in this item. So the concluded about the students' ability in building positive command sentence item number 2 was Very high.

3. Me- wait!

From The result of the test students' ability in building positive command sentence item number 3 the 18 students true and 2 students false in this item. So the students the concluded about the students' ability in building positive command sentence item number 3 was Very high.

4. Smoking- !- stop

From The result of the test students' ability in building positive command sentence item number 4 the all students true in this item. So the students the concluded about the students' ability in building positive command sentence item number 4 was Very high.

5. Pen- bring- your!

From The result of the test students' ability in building positive command sentence item number 5 the 10 students true and 10 students

false in this item. So the students the concluded about the students' ability in building possitive command sentence item number 5 was enough.

6. The-Door- Always- close- slowly!

From The result of the test students' ability in building positive command sentence item number 6 the all students true this item. So the students the concluded about the students' ability in building possitive command sentence item number 6 was very law.

7. Bag-your-!-Ikhsan- close

From The result of the test students' ability in building positive command sentence item number 7 the 12 students true and 8 students false in this item. So the students the concluded about the students' ability in building possitive command sentence item number 7 was enough.

8. Listen-tome- everyone!

From The result of the test students' ability in building positive command sentence item number 8 the 8 students true and 12 students false in this item. So the students the concluded about the students' ability in building possitive command sentence item number 8 was law.

9. Please- open –your- book!

From The result of the test students' ability in building positive command sentence item number 9 the 15 students true and 5 students false

this item. So the students the concluded about the students' ability in building positive command sentence item number 6 was very low.

From the above result test students' ability in building positive command sentence at MTs S YPKS Padangsidempuan, the results of 9 test positive command sentence or the all 180 test was 123 true and 57 false from 20 students, the positive command sentence was 123 test true from 180 test was category of interpretation and the classification was enough. So, the concluded about the students' ability in building positive command sentence at MTs S YPKS Padangsidempuan was enough in learning positive command sentence.

b. Negative Command Sentence

The result of the test students' ability in building negative command sentence were:

10. Don't – door- open -the!

From The result of the test students' ability in building negative command sentence item number 10 were 9 students true and 11 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 10 was enough.

11. Write- don't- task- your-!

From The result of the test students' ability in building negative command sentence item number 11 were 6 students true and 14

students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 11 was law.

12. Touch- my- cat!- don't

From The result of the test students' ability in building negative command sentence item number 12 were 11 students true and 9 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 12 enough.

13. Pen- Bring -your- don't -!

From The result of the test students' ability in building negative command sentence item number 13 were 10 students true and 10 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 13 was enough.

14. Must-not-in-the-!-cry-room

From The result of the test students' ability in building negative command sentence item number 14 were 0 students true and 20 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 14 was very law.

15. Ever- don't-open- hard-door!-the

From The result of the test students' ability in building negative command sentence item number 15 were 0 students true and 20 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 15 was very low.

16. Rifkah- eye- don't- open- your!

From The result of the test students' ability in building negative command sentence item number 16 were 9 students true and 11 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 16 was enough.

17. Turn-off-the- light- don't- please!

The result of the test students' ability in building negative command sentence item number 17 were 9 students true and 11 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 17 enough.

From the above test students' ability in building negative command sentence at MTs S YPKS Padangsidempuan, the results of 9 test negative command sentence or the all 160 test was 57 true and 103 false from 20

students, the negative command sentence was 53 test true from 160 test was category of interpretation and the classification was very low. So, the concluded about the students' ability in building negative command sentence at MTs S YPKS Padangsidempuan was very low in learning negative command sentence.

c. Command Sentence by Use of Let's Word

The result of the test students' ability in building command sentence by Use of Let's Word were:

18. Let's- go- canteen-to!

From The result of the test students' ability in building command sentence by the use of the let's word item number 18 the 15 students true and 5 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 6 was very law.

19. Stand- let's up- together- in the- emergency!

From The result of the test students' ability in building command sentence by the use of the let's word item number 19 the 2 students true and 18 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 6 was very law.

20. Don't- let's- go- to- market.

From The result of the test students' ability in building positive command sentence item number 20 the 12 students true and 8 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 6 was enough.

21. Let's- go- to- sibolga- Don't

From The result of the test students' ability in building command sentence by the use of the let's word item number 21 the 12 students true and 8 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 21 was enough.

22. The-Let's -not-open -door.

From The result of the test students' ability in building command sentence by the use of the let's word item number 22 the 5 students true and 15 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 22 was law.

23. Let's – the- window!- close-

From The result of the test students' ability in building command sentence by the use of the let's word item number 23 the 6 students true and 14 students false this item. So the students the concluded about the

students' ability in building command sentence by the use of the let's word item number 23 was low.

24. not- Let's – close- the- door!

From The result of the test students' ability in building command sentence by the use of the let's word item number 24 the 8 students true and 12 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 24 was enough,

25. Bali- let's- go- to!

From The result of the test students' ability in building positive command sentence item number 25 the 15 students true and 5 students false this item. So the students the concluded about the students' ability in building command sentence by the use of the let's word item number 25 was enough.

From the above test students' ability in building command sentence by Use of Let's Word at MTs S YPKS Padangsidempuan, the results of 9 test positive command sentence or the all 160 test was 80 true and 80 false from 20 students, the positive command sentence was 123 test true from 160 test was category of interpretation and the classification was enough. So, the concluded about students' ability in building command sentence by Use of

Let's Word at MTs S YPKS Padangsidimpuan was high in learning command sentence by use of let's word.

After analyzing the data that has been collected from the respondents, positive command sentence, negative command sentence and command sentence by use let's word it was gotten that the value of the Mean Score (M) of the seven Grade MTs S YPKS Padangsidimpuan in 2015/2016 academic year in Building Command Sentence 51 %. And to know the description about the classification or the criteria of the students' ability in building command sentence at seven grade MTs S YPKS Padangsidimpuan, there they it was the following table:

Table
The criteria score interpretation:³

No	Percentage	Criteria
1.	0%_20%	Very low
2.	21%_40%	Low
3.	41%_60%	Enough
4.	61%_80%	High
5.	81%_100%	Very high

Depend on criteria of score interpretation from the positive command sentence, negative command sentence, and command sentence by use let's word the researcher concluded that the Students' Ability in Building Command Sentence at seven grade MTs S YPKS Padangsidimpuan was 51%, category of interpretation and the classification was enough.

³ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

2. The difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan.

a. Positive Command Sentence

The result of the test difficulties students' ability in building positive command sentence were:

1. Up-hurry-!

From The result of the test difficulties students' in building positive command sentence item number 1 the all students true in this item. So the concluded about the difficulties students' in building positive command sentence item number 1 was Very high.

2. Out- get!

From The result of the test difficulties students' in building positive command sentence item number 2 the all students true in this item. So the concluded about the students' ability in building positive command sentence item number 2 was Very high.

3. Me- wait!

From The result of the test difficulties students' in building positive command sentence item number 3 the 18 students true and 2 students false in this item. So the students the concluded about the difficulties students' in building positive command sentence item number 3 was Very high.

4. Smoking- !- stop

From The result of the test difficulties students' in building positive command sentence item number 4 the all students true in this item. So the students the concluded about the difficulties students' in building positive command sentence item number 4 was Very high.

5. Pen- bring- your!

From The result of the test difficulties students' in building positive command sentence item number 5 the 10 students true and 10 students false in this item. So the students the concluded about the difficulties students' in building positive command sentence item number 5 was enough.

6. The-Door- Always- close- slowly!

From The result of the test difficulties students' in building positive command sentence item number 6 the all students true this item. So the students the concluded about the difficulties students' in building positive command sentence item number 6 was very law.

7. Bag-your-!-Ikhsan- close

From The result of the test difficulties students' in building positive command sentence item number 7 the 12 students true and 8 students false in this item. So the students the concluded about the difficulties students' in building positive command sentence item number 7 was enough.

8. Listen-tome- everyone!

From The result of the test difficulties students' in building positive command sentence item number 8 the 8 students true and 12 students false in this item. So the students the concluded about the difficulties students' in building positive command sentence item number 8 was low.

9. Please- open –your- book!

From The result of the test students' ability in building positive command sentence item number 9 the 15 students true and 5 students false this item. So the students the concluded about the students' ability in building positive command sentence item number 6 was very low.

From the above test the difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan the results of 9 test positive command sentence or the all 180 test was 123 true and 57 false from 20 students, the positive command sentence was 123 test true from 180 test was category of interpretation and the classification was enough. So, the concluded about the difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan positive command sentence was enough in learning positive command sentence.

b. Negative Command Sentence

The result of the test difficulties students' in building negative command sentence were:

10. Don't – door- open -the!

From The result of the test difficulties students' in building negative command sentence item number 10 were 9 students true and 11 students false in this item. So the students the concluded about the difficulties students' in building negative command sentence item number 10 was enough.

11. Write- don't- task- your-!

From The result of the test difficulties students' in building negative command sentence item number 11 were 6 students true and 14 students false in this item. So the students the concluded about the difficulties students' in building negative command sentence item number 11 was law.

12. Touch- my- cat!- don't

From The result of the test difficulties students' in building negative command sentence item number 12 were 11 students true and 9 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 12 enough.

13. Pen- Bring -your- don't -!

From The result of the test students' difficulties in building negative command sentence item number 13 were 10 students true and 10 students false in this item. So the students the concluded about the students' i difficulties n building negative command sentence item number 13 was enough.

14. Must-not-in-the-!-cry-room

From The result of the test students' difficulties in building negative command sentence item number 14 were 0 students true and 20 students false in this item. So the students the concluded about the students' difficulties in building negative command sentence item number 14 was very law.

15. Ever- don't-open- hard-door!-the

From The result of the test students' difficulties in building negative command sentence item number 15 were 0 students true and 20 students false in this item. So the students the concluded about the students' ability in building negative command sentence item number 15 was very law.

16. Rifkah- eye- don't- open- your!

From The result of the test students' difficulties in building negative command sentence item number 16 were 9 students true and

11 students false in this item. So the students the concluded about the students' difficulties in building negative command sentence item number 16 was enough.

17. Turn-off-the- light- don't- please!

The result of the test students' difficulties in building negative command sentence item number 17 were 9 students true and 11 students false in this item. So the students the concluded about the students' difficulties in building negative command sentence item number 17 enough.

From the above test students' difficulties in building negative command sentence at MTs S YPKS Padangsidimpun, the results of 9 test negative command sentence or the all 160 test was 57 true and 103 false from 20 students, the negative command sentence was 53 test true from 160 test was category of interpretation and the classification was very low. So, the concluded about the students' difficulties in building negative command sentence at MTs S YPKS Padangsidimpun was very low in learning negative command sentence.

c. Command Sentence by Use of Let's Word

The result of the test students' difficulties in building command sentence by Use of Let's Word were:

18. Let's- go- canteen-to!

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 18 the 15 students true and 5 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 6 was very low.

19. Stand- let's up- together- in the- emergency!

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 19 the 2 students true and 18 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 6 was very low.

20. Don't- let's- go- to- market.

From The result of the test students' difficulties in building positive command sentence item number 20 the 12 students true and 8 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 6 was enough.

21. let's- go- to- sibolga- Don't

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 21 the 12 students true and 8 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 21 was enough.

22. The-Let's -not-open -door.

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 22 the 5 students true and 15 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 22 was law.

23. Let's – the- window!- close-

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 23 the 6 students true and 14 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 23 was law.

24. not- Let's – close- the- door!

From The result of the test students' difficulties in building command sentence by the use of the let's word item number 24 the 8

students true and 12 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 24 was enough,

25. Bali- let's- go- to!

From The result of the test students' difficulties in building positive command sentence item number 25 the 15 students true and 5 students false this item. So the students the concluded about the students' difficulties in building command sentence by the use of the let's word item number 25 was enough.

From the above test The difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan, the results of 9 test positive command sentence or the all 160 test was 80 true and 80 false from 20 students, the positive command sentence was 123 test true from 160 test was category of interpretation and the classification was enough. So, the concluded about The difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan positive command sentence was high in learning command sentence by use of let's word.

One of the aims of this research was to know the difficulties of students' ability in Building Command Sentences at MTs S YPKS Padangsidimpuan. Based on the result of test and interview at grade seven

MTs S YPKS Padangsidempuan, there were some difficulties that usually faced by students' in learning command sentence, they were:

The first, the students were still weak in determining building command sentence. Some of students did not mastered using tenses and but they feel confuse of building command sentence where as others students have not mastered in building command sentence. So, they feel difficult in learning command sentence because one of the important things in learning command sentence. For examples, in test number 6, 14 and 15 there is nothing a students right. But many of students' could not answer the question well. From 20 students'; only 1 student were right 20 test from 25 test, 1 student were right 19 test from 25 test, 2 students' were right 18 test from 25 test and another righ 17 until 5 test from 25 test.

The second, the students still weak in determine the changing where is subject, object and complement that happened in command sentence. For examples, in test number 6. The- door- always- close- slowly!, 14. Must-not- in- the-!-cry-room, 15. Ever- don't- open- hard-door!-the. All of students were wrong in answer three question about. From the explanations above, it can be concluded that the grammatical changes that occur in building command sentence becomes difficulties for grade seven MTs S YPKS Padangsidempuan.

The difficulties happened because there were many students' who have not mastered the rule for sequence of tenses, the change of subject, predikat, object, complement and the changing of adverb, and then they felt confuse in using command sentence , so that the students' felt hard to apply the right tenses and subject, predicate, object, and complement in building command sentence. *The third*, The students did not know about the meaning of the word in sentence.

C. Discussion

After doing the research by giving the test for seven grade MTs S YPKS Padangsidimpuan, the researcher concluded that students' ability in building command sentence was enough (51 %). Based on the result of this research, there were some difficulties of students in building command sentence, the students did not mastered of tenses, the students still weak in determine the changing where is subject, object and complement that happened in command sentence and The students did not know about the meaning of the word in sentence.

The researcher before had been researcher this problem by Nanang Aqil the title was "The analysis of student mastery in forming sentences by using command. In this case, the result of this research about the difficulties of students' ability in building command sentences at MTs S YPKS Padangsidimpuan.

Based that, the English teacher always motivated the students in learning process. It was supported by Mulyasa said that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.⁴

According researcher that overcomes the learning difficulties not only by repeating the lesson and remedial but also by studying in the field. It mean that the students studied directly in object, for example, if the students about plants the students can study out of class. Besides that, it was interested and it was also can lose the bored. Thus, the students studied spirit and they felt fresh.

D. The Threats of The Research

In this research, the researcher belived that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher know that it was so far from excellence thesis.

On doing the test, there wre the thereats of time, because the students had activities. Besides, the time which was given to the students in last time of learning. So the students did not answer the test seriously.

The researcher was answer all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher helped from the entire advisors hadmaster and English Teachers.

⁴Mulyasa, *Menjadi Guru Profesional* (Bandung: Rosda Karya, 2008), p.121.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of test, and interview, done by the researcher about the students' ability in building command sentence at grade seven MTs S YPKS Padangsidempuan, the researcher can conclude as follow:

1. The students' ability in building command sentence at grade seven MTs S YPKS Padangsidempuan, can be categorized enough \pm (51,8 %).
2. The difficulties students' ability in building command sentence at grade seven MTs S YPKS Padangsidempuan was students did not mastered using tenses, the students still weak in determine the changing where were subject, object and complement that happened in command sentence and the students did not know about the meaning of the word in sentence.

B. The Suggestions

Based on the above conclusions, the researcher gives the suggestions as follows:

1. The students at MTs S YPKS Padangsidempuan

The researcher expects the students to study hard about tenses, grammar especially command sentence. Then, they enrich their English vocabulary and learn how to construct the sentences. If they are master about vocabularies, tenses and grammar, they will be easier to building command sentence.

2. The teachers at MTs S YPKS Padangsidempuan

To the English teacher to motivate the students to improve their abilities especially in learning command sentence, and the teacher have to explain the tenses, grammar, subject, object, predicate and complement clearly.

3. The headmaster at MTs S YPKS Padangsidempuan

Headmaster of MTs S YPKS Padangsidempuan, the researcher expects the head master of MTs S YPKS Padangsidempuan to become more active in controlling the process of teaching and learning that is doing by the teachers especially English teachers. The researcher also expects the headmaster to encourage the teachers and students to complete all of equipments which they need in order to get the best quality of teaching and learning especially command sentence.

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APPENDIX I

PEDOMAN WAWANCARA

A. Wawancara dengan guru bahasa Inggris

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajarkan command sentence?
2. Apa media yang digunakan Bapak/Ibu dalam mengajarkan command sentence?
3. Bagaimana hasil belajar siswa dalam pembelajaran command sentence?
4. Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar command sentence?
5. Bagaimana cara bapak/ibu memecahkan masalah itu?
6. Apa usaha Bapak/Ibu untuk membuat proses pembelajaran yang aktif?
7. Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar sukses dalam menguasai command sentence?
8. Apa indicator yang digunakan Bapak/Ibu guru untuk menentukan kemampuan siswa dalam menguasai command sentence?

B. Wawancara dengan Siswa Kelas VII MTs S YPKS Padangsidempuan

1. Apakah adik mengetahui apa itu command sentence?
2. Apakah adik menyukai pelajaran command sentence?
3. Didalam pembelajaran command sentence, ada positive command sentence, negative command sentence dan command sentence by use of let's word, diantara 3 pembelajaran itu mana paling adek suka untuk memplajarinya?
4. Didalam pembelajaran command sentence, ada positive command sentence, negative command sentence dan command sentence by use of let's word, diantara 3 pembelajaran itu mana paling adek sulit untuk memplajarinya?
5. Kesulitan apa saja biasanya yang adik hadapi dalam mempelajari command sentence ?
6. Jika adek menghadapi kesulitan dalam mempelajari command sentence apa solusi yang adek lakukan?

APPENDIX II

The List of Test

Arrange the following command sentences with a good sentences.

1. Positive Command Sentence

1. Up-hurry-!
2. Out- get!
3. Me- wait!
4. Smoking- !- stop
5. Pen- bring- your!
6. The-Door- Always- close- slowly!
7. Bag-your-!-Ikhsan- close
8. Listen-tome- everyone!
9. Please- open -your- book!

2. Negative Command Sentence

10. Don't – door- open -the!
11. Write- don't- task- your-!
12. Touch- my- cat!- don't
13. Pen- Bring -your- don't -!
14. Must-not-in-the-!-cry-room
15. Ever- don't-open- hard-door!-the
16. Rifkah- eye- don't- open- your!
17. Turn-off-the- light- don't- please!

3. Command Sentence by Use of Let's Word

18. Let's- go- canteen-to!
19. Stand- let's up- together- in the- emergency!
20. Don't- let's- go- to- market.
21. let's- go- to- sibolga- Don't
22. The-Let's -not-open -door.
23. Let's – the- window!- close-
24. not- Let's – close- the- door!
25. Bali- let's- go- to!

APPENDIX III

The Answering of Questions

Arrange the following command sentences with a good sentences.

1. Positive Command Sentence

1. Hurry up!
2. Get out!
3. Wait me!
4. Stop smoking!
5. Bring your pen!
6. Always close the door slowly!
7. Ikhsan close your bag!
8. Everyone listen to me!
9. Please open your book!

2. Negative Command Sentence

10. Don't open the door!
11. Don't write your task!
12. Don't touch my cat!
13. Don't bring your pen!
14. You must not cry in the room!
15. Don't ever open the door hard!
16. Rifkah don't open your eye!
17. Please don't turn off the light!

3. Command Sentence by Use of Let's Word

18. Let's go to canteen!
19. Let's stand up together in the emergency!
20. Don't let's go to market!
21. Don't let's go to sibolga!
22. Let's not open the door!
23. Let's close the window!
24. Let's not close the door!
25. Let's go to Bali!

APPENDIX IV

The Analysis of Students' Ability in Building Command Sentence at MTs S YPKS Padangsidimpua

No	Respondent answer of each item number																									Sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	4	4	4	4	0	0	0	4	0	4	4	4	4	0	0	0	4	4	0	4	4	0	0	0	4	56
2	4	4	4	4	4	0	4	0	4	0	4	4	0	0	0	4	4	4	0	4	4	4	4	0	4	68
3	4	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4	4	32
4	4	4	4	4	0	0	0	4	4	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4	32
5	4	4	4	4	0	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4	4	4	0	44
6	4	4	4	4	4	0	4	0	4	4	0	0	0	0	0	4	0	4	0	4	4	0	0	4	4	56
7	4	4	4	4	4	0	4	4	4	4	4	4	4	0	0	4	4	4	0	4	4	0	4	4	4	80
8	4	4	4	4	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0	0	0	0	0	24
9	4	4	0	4	4	0	4	4	4	0	0	4	0	0	0	0	0	4	4	4	4	0	0	0	4	52
10	4	4	4	4	4	0	4	0	4	0	0	0	4	0	0	4	0	0	0	0	4	0	0	0	4	44
11	4	4	4	4	0	0	4	4	0	4	4	4	4	0	0	4	4	4	0	4	4	4	4	4	4	76
12	4	4	0	4	0	0	0	4	4	0	0	0	0	0	0	4	4	0	4	4	4	4	4	4	4	52
13	4	4	4	4	4	0	4	4	4	4	0	4	4	0	0	0	0	4	0	4	4	4	4	0	4	64
14	4	4	4	4	4	0	4	0	4	0	0	0	4	0	0	4	0	4	0	0	0	0	0	0	0	40
15	4	4	4	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
16	4	4	4	4	4	0	4	0	4	4	0	4	4	0	0	4	4	4	0	4	4	0	4	4	4	72
17	4	4	4	4	0	0	0	0	4	0	0	4	4	0	0	0	4	4	0	0	0	0	0	0	4	68
18	4	4	4	4	4	0	4	4	4	4	4	4	4	0	0	4	4	4	0	4	4	0	0	0	4	72
19	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4	24
20	4	4	4	4	0	0	0	4	4	4	4	4	4	0	0	0	4	4	0	4	4	0	0	0	4	60
TOTAL																									1020	

The researcher calculated the score by using the following fomlul

$$M = \frac{\sum X_1}{N}$$

$$\text{Correct value} \times 100\% = \frac{1020}{20 \times 25 \times 4} \times 100\% = 51\%$$

$$20 \times 25 \times 4 = 2000$$

¹ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta,2005), p.89.

Appendix V

The List of Students' Names Grade VII-1 MTs S YPKS Padangsidempuan

No	NAMA	TRUE	WRONG
1.	ABDUL MAJID	14	11
2.	ALPIN SAHRIAL	17	8
3.	ANDINI PUTRI	8	17
4.	DEWI AGUSTINA	8	17
5.	DIANI SARI	11	14
6.	ELN SIANITASIA	14	11
7.	FAHRURROZI	20	5
8.	FITRI RAHAYU	6	19
9.	HAFIZAH RAHMA	13	12
10.	HILMAN PANE	11	14
11.	IYAN NAZIRO	19	6
12.	MHD REZA	13	12
13.	MELIANA FITRI	16	9
14.	MELINDA SAPUTRI	10	15
15.	NANANG AQIL	5	20
16.	NADYA FAIZAH	18	7
17.	NUR HASANAH	11	14
18.	ROFLI MIN FAJAR	18	7
19.	ROYZI FAZRI	6	19
20.	RAHMAD DZULFIQRI	15	10

APPENDIX VI

Arrange the Following Command Sentences with a Good Sentences.

1. Positive Command Sentence

26. Up-hurry-!
27. Out- get!
28. Me- wait!
29. Smoking- !- stop
30. Pen- bring- your!
31. The-Door- Always- close- slowly!
32. Bag-your-!-Ikhsan- close
33. Listen-tome- everyone!
34. Please- open –your- book!

No	Nama	Positive Command sentence Test									Total	
		1	2	3	4	5	6	7	8	9	True	False
1	ABDUL MAJID	√	√	√	√	X	X	√	X	√	6	3
2	ALPIN SAHRIAL	√	√	√	√	√	X	√	X	√	7	2
3	ANDINI PUTRI	√	√	√	√	√	X	X	X	X	5	4
4	DEWI AGUSTINA	√	√	√	√	X	X	X	√	√	6	3
5	DIANI SARI	√	√	√	√	X	X	√	X	√	6	3
6	ELN SIANTASIA	√	√	√	√	√	X	√	X	√	7	2
7	FAHRURROZI	√	√	√	√	√	X	√	√	√	8	1
8	FITRI RAHAYU	√	√	√	√	X	X	X	X	X	4	5
9	HAFIZAH RAHMA	√	√	X	√	√	X	√	√	√	7	2
10	HILMAN PANE	√	√	√	√	√	X	√	X	√	7	2
11	IYAN NAZIRO	√	√	√	√	X	X	√	√	X	6	3
12	MHD REZA	√	√	X	√	X	X	X	√	√	5	4
13	MELIANA FITRI	√	√	√	√	√	X	√	√	√	8	1
14	MELINDA SAPUTRI	√	√	√	√	√	X	√	X	√	7	2
15	NANANG AQIL	√	√	√	√	X	X	X	X	√	5	4
16	NADYA FAIZAH	√	√	√	√	√	X	√	X	√	7	2
17	NUR HASANAH	√	√	√	√	X	X	X	X	√	5	4
18	ROFLI MIN FAJAR	√	√	√	√	√	X	√	√	√	8	1
19	ROYZI FAZRI	√	√	√	√	X	X	X	X	X	4	5
20	RAHMAD	√	√	√	√	X	X	X	√	X	5	4

		DZULFIQRI												
Total	True	113	20	20	18	20	10	0	12	8	5	123	57	
	False	67	0	0	2	0	10	20	8	12	15			

4. Negative Command Sentence

1. Don't – door- open -the!
2. Write- don't- task- your-!
3. Touch- my- cat!- don't
4. Pen- Bring -your- don't -!
5. Must-not-in-the-!-cry-room
6. Ever- don't-open- hard-door!-the
7. Rifkah- eye- don't- open- your!
8. Turn-off-the- light- don't- please!

No	Nama	Negative Command sentence Test								Total	
		1	2	3	4	5	6	7	8	True	False
1	ABDUL MAJID	√	√	√	√	X	X	X	√	5	3
2	ALPIN SAHRIAL	X	√	√	X	X	X	√	√	4	4
3	ANDINI PUTRI	X	X	X	X	X	X	X	X	0	8
4	DEWI AGUSTINA	X	X	X	X	X	X	X	X	0	8
5	DIANI SARI	X	X	X	X	X	X	X	X	0	8
6	ELN SIANITASIA	√	X	X	X	X	X	√	X	2	6
7	FAHRURROZI	√	√	√	√	X	X	√	√	6	2
8	FITRI RAHAYU	X	X	√	X	X	X	X	X	1	7
9	HAFIZAH RAHMA	√	√	X	√	√	X	√	√	1	7
10	HILMAN PANE	X	X	X	√	X	X	√	X	2	6
11	IYAN NAZIRO	√	√	√	√	X	X	√	√	6	2
12	MHD REZA	X	X	X	X	X	X	√	√	2	6
13	MELIANA FITRI	√	X	√	√	X	X	X	X	3	5
14	MELINDA SAPUTRI	X	X	X	√	X	X	√	X	2	6
15	NANANG AQIL	X	X	X	X	X	X	X	X	0	8
16	NADYA FAIZAH	√	X	√	√	X	X	√	√	5	3
17	NUR HASANAH	X	X	√	√	X	X	X	√	3	5
18	ROFLI MIN FAJAR	√	√	√	√	X	X	√	√	6	2
19	ROYZI FAZRI	X	X	X	X	X	X	X	X	4	5
20	RAHMAD DZULFIQRI	√	√	√	√	X	X	X	√	5	3

Total	True	73	8	26	11	10	0	0	9	9	53	106
	False	107	12	14	9	10	20	20	11	11		

5. Command Sentence by Use of Let's Word

1. Let's- go- canteen-to!
2. Stand- let's up- together- in the- emergency!
3. Don't- let's- go- to- market.
4. let's- go- to- sibolga- Don't
5. The-Let's -not-open -door.
6. Let's – the- window!- close-
7. not- Let's – close- the- door!
8. Bali- let's- go- to

No	Nama	Command Sentence by Use of Let's Word Test								Total	
		1	2	3	4	5	6	7	8	True	False
1	ABDUL MAJID	√	X	√	√	X	X	X	√	4	4
2	ALPIN SAHRIAL	√	X	√	√	√	√	X	√	6	2
3	ANDINI PUTRI	√	X	X	X	X	X	√	√	5	3
4	DEWI AGUSTINA	√	X	X	X	X	X	X	√	2	6
5	DIANI SARI	X	X	X	X	√	√	√	X	2	6
6	ELN SIANITASIA	√	X	√	√	X	X	√	√	5	3
7	FAHRURROZI	√	X	√	√	X	√	√	√	6	2
8	FITRI RAHAYU	X	X	√	X	X	X	X	X	1	7
9	HAFIZAH RAHMA	√	√	√	√	X	X	X	√	5	3
10	HILMAN PANE	X	X	X	√	X	X	X	√	2	6
11	IYAN NAZIRO	√	X	√	√	√	√	√	√	7	1
12	MHD REZA	X	√	√	√	√	√	√	X	6	2
13	MELIANA FITRI	√	X	√	√	√	X	X	√	5	3
14	MELINDA SAPUTRI	√	X	X	X	X	X	X	X	1	7
15	NANANG AQIL	X	X	X	X	X	X	X	X	0	8
16	NADYA FAIZAH	√	X	√	√	X	√	√	√	6	2
17	NUR HASANAH	√	X	X	X	X	X	√	√	3	5
18	ROFLI MIN FAJAR	√	X	√	√	X	X	X	√	4	4
19	ROYZI FAZRI	√	X	X	X	X	X	X	√	4	5
20	RAHMAD DZULFIQRI	√	X	√	√	X	X	X	√	4	4

Total	True	75	15	2	12	12	5	6	8	15	79	98
	False	85	5	18	8	8	15	14	12	5		

Tabel. Test of the Data

Analysis of Students' Ability in Building Command Sentence

at MTs S YPKS Padangsidempuan

No	Item	Test	Number of Items	True	False
1.	Positive command sentences	9	1-9	123	57
2.	Negative command sentences	8	1-8	53	106
3	Command Sentences by use of let's word	8	1-8	79	98
Total	3 kind of test	25 test	25 test	51%	49%

APPENDIX VII

FIELD NOTES (Catatan Lapangan)

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajarkan command sentence?

Metode yang saya gunakan dalam mengajarkan command sentence di MTs S YPKS Padangsidempuan adalah dengan perakte.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

2. Apa media yang digunakan Bapak/Ibu dalam mengajarkan command sentence?

Ketika saya mengajarkan command sentence media yang biasanya saya gunakan yaitu benda- benda yang ada disekeliling atau yang ada di dalam kelas.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

3. Bagaimana hasil belajar siswa dalam pembelajaran command sentence?

Menurut saya hasil belajar siswa dalam pembelajaran command sentence di MTs S YPKS Padangsidempuan adalah cukup memuaskan.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

4. Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar command sentence?

Kesulitan-kesulitan yang dihadapi siswa dalam belajar command sentence adalah kurangnya vocabulary siswa.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

5. Bagaimana cara bapak/ibu memecahkan masalah itu?

Cara saya untuk memrcahkan masalah siswa dengan membiasakannya dengan menyuruh anak menggunakan B.Ingggris di kelasnya khususnya command sentence tersebut.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

6. Apa usaha Bapak/Ibu untuk membuat proses pembelajaran yang aktif?

Usaha yang saya gunakan dalam proses pembelajaran yang aktif yaitu dengan menciptakan pembelajaran yang menyenangkan.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

7. Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar sukses dalam menguasai command sentence?

Cara saya untuk memotivasi siswa agar sukses dalam menguasai command sentence yaitu dengan membiasakan siswa dalam menggunakan B.Ingggris khususnya command sentence.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

8. Apa indicator yang digunakan Bapak/Ibu guru untuk menentukan kemampuan siswa dalam menguasai command sentence?

Indicator yang saya gunakan untuk menentukan kemampuan siswa dalam menguasai command sentence MTs S YPKS Padangsidempuan adalah mampu memahami kalimat perintah, mampu melakukan percakapan tentang kalimat perintah, dan mampu menggunakan structure kelas dan unsur kebahasaan dan command sentence.

(Lely Arwani Harahap, S.Pd, English Teacher at MTs S YPKS Padangsidempuan, *Interview*, 27 January 2015, pkl:10.20)

CURRICULUM VITAE

A. Identity

Name : Nursaidah Pohan
Reg. No : 10 340 0100
Place and Birthday : Tambiski, 06 November 1991
Sex : Female
Religion : Islam
Address : Tambiski, kec. Naga Juang, Kab. Mandailing
Natal

B. Parents

Father's name : Alm. Baginda Pohan
Mother's name : Rosdiana Simatupang

C. Educational Background

Elementary School : SD Negeri 01 Aek Nauli Tambiski
Junior High School : SMP Negeri 5 Panyabungan
Senior High School : MA Negeri Siabu
College : IAIN Padangsidempuan