Students' Error of Using Passive Voice Based on Surface Strategy Taxonomy

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Article History	ABSTRACT
	Background: Grammar errors are common because English grammar is still quite complicated to learn, including constructing sentences using the Passive Voice. **Purpose:** This research aims to identify mistakes in constructing sentences using Passive Voice by MAN Gorontalo Students to become a reference material in improving grammar learning. **Method:** This research uses a quantitative method. Data is collected through tests and documentation. The research population was 40 students of class X MAN Gorontalo and a sample of 20 students. Data analysis techniques go through four stages, data collection, data presentation, data reduction, and conclusion. **Results and Discussion:** This study concludes that there are four types of student errors based on the taxonomic strategy in using Passive Voice, namely: 1) addition error, 2) omission error, 3) misformation error, and 4) misordering error) and two types of errors based on communicative effect taxonomy; 1) global error and 2) local error. **Conclusions and Implications:** This research has implications that English teachers can analyze weaknesses in changing active voice into passive voice by practicing changing tense forms from past verbs for past activities and habitual information for ordinary activities. To correct errors in compiling sentences in passive voice, teachers must also do tutorial-based remedial teaching for passive voice material, especially on the misformation aspect, including assigning students to make a list of active and passive verbs and their use in compiling passive voice
	ABSTRAK
	Latar belakang: Kesalahan dalam grammar merupakan hal yang umum terjadi, karena tata bahasa Inggris masih cukup rumit dipelajari termasuk dalam menyusun kalimat menggunakan passive voice **Tujuan:** Untuk mengidentifikasi kesalahan-kesalahan penyusunan kalimat menggunakan passive voice oleh siswa MAN Gorontalo, untuk menjadi bahan acuan dalam memperbaiki pembelajaran tata bahasa Inggris. **Metode:** Penelitiain ini menggunakan metode kuantitatif. Data dikumpulkan melalui tes dan dokumentasi. Populasi penelitian adalah siswa kelas X MAN Gorontalo sebanyak 40 orang, dan sampel sebanyak 20 siswa. Teknik analisis data menggunakan empat

tahapan, yaitu pengumpulan data, penyajian data, reduksi data, dan penarikan kesimpulan.

Hasil dan Pembahasan: Penelitian ini menyimpulkan bahwa terdapat empat jenis kesalahan siswa berdasarkan strategi taksonomi dalam penggunaan passive voice, yaitu namely: 1) addition error, 2) omission error, 3) misformation error, and 4) misordering error) dan dua jenis kesalahan berdasarkan taksonomi efek komunikatif, yaitu; 1) global error and 2) local error.

Kesimpulan dan Implikasi: Penelitian ini berimplikasi bahwa guru bahasa Inggris dapat menganalisis kelemahan dalam mengubah kalimat active voice menjadi passive voice melalui latihan merubah bentuk-bentuk tenses, dari kata kerja lampau untuk aktivitas lampau dan informasi kebiasaan untuk aktivitas biasa. Untuk perbaikan kesalahan dalam menyusun kalimat, passive voice, guru juga perlu melakukan pengajaran remedial berbasis tutorial untuk materi passive voice terutama pada aspek misformation, termasuk menugaskan siswa untuk membuat daftar kata kerja aktif dan pasif beserta penggunaannya.

| Kata Kunci | *Strategi Surface Taxonomy; Kesalahan Tata Bahasa Inggris; Kalimat Pasif;* |

INTRODUCTION

Passive voice is one of the important English grammars that has to be mastered by past continuous and simple future. Learning English can't be separated from errors; it does not mean that the errors negatively affect the learner. The error can indicate the learners' stages in their target language development; even the teaching-learning process is better as errors exist because the teacher and the students will know the lack of mastery and make the appropriate remedial teaching.[1]

The students must learn through trial and error and will not improve if they think errors are faulting that should avoid. The fear of making mistakes leads to hesitancy among the students to say and write anything in a foreign language.[2] In addition, errors and mistakes are different. Dulay, Burt, and Krashen state, "Mistakes commonly cause by the performance factors such as fatigue and inattention. On the other hand, errors cause by competent factors which are continuous and consistent. In other words, mistakes result from a lack of knowledge of the rule of English.[3]

Every foreign language teacher will find errors made by the students in both oral and written form. The students can be said to make errors when their oral and written expression production differs from the native speaker or target language's norms. According to Corder, "Error analysis is the examination of those errors committed by students in both the spoken and written medium," James describes it as mother tongue influences. Errors in language learning are sometimes natural and tend to occur frequently. Therefore, teachers must try their best to avoid the mistakes made by the students without discouraging them.[4]

In addition, knowledge of the sources of the errors will help the teacher learn the errors to enable the students to construct the students with appropriate language form. As stated by Selinker, the self-correction of mistakes is necessary, and the teacher can serve an important function here".

In English, grammar is a central point. It includes the tenses as a core of the skill. Passive voice is one of the aspects that the English teacher should give more attention. It is essential because passive voice exists in both spoken and written English. Sometimes students do not fully understand the passive voice in a sentence. They can make errors. To avoid the same mistakes, teachers should correct these errors. In contrast, those errors will give feedback to teachers in teaching grammar, especially the students of MAN Gorontalo who have some errors in using

passive voice. The following are examples of mistakes in using passive voice by second-grade students at Senior High School.

"Alex will announce the news tomorrow morning (active voice)."

"The news will be announced by Alex tomorrow morning (passive voice)."

The students miss ed in the past participle verb of announce. It is a regular verb, so it should be added by –ed, the past participle of the verb announces announced. The correct passive voice is that Alex will tell the news tomorrow morning.

"Someone will serve the dinner at 6 pm (active voice)."

"The dinner will be served at 6 pm (passive voice)."

In those cases, students make errors in the misformation category of tense. The active voice of the sentence above uses future tense. A correct passive voice formula is S+will be+past participle. The sentence should be that dinner will serve at six p.m.

The research aims to describe the forms of students' mistakes in using the passive voice based on a taxonomy of strategies. The significance of this research is to provide input to teachers in teaching passive voice and feedback on how to compose correct and appropriate passive voice.

LITERATURE REVIEW

1. Concept of Passive Voice in English

We know that the passive voice is one of the important English grammars that has to be mastered by the learners actively or passively. The learners need to have a high capability of English grammar in order that they are able to speak.[5] Write with correct grammar. Although the active construction is used more frequently in English, the passive voice, but there are certain situations when the passive seems to be more effective and appropriate, for example, When it is not so important who or what did the action, but the focus is the object of the sentence.[6]

According to Murphy, In passive sentences, we use the correct form of being (is/are/was/were/has been), plus the pass participle".[7], [8] We may consider that using some parts of the verb to be and a past participle makes the passive voice. That is why the past participle is generally given to us in the 'participle part' of the verb. And the function is indicated In the passive, the object of an active verb becomes the subject of the passive verb" Besides that, Thomson and Martinetstate that the passive of an active sentence is formed by putting the verb [9] "to be into the same tense as the active verb and adding the past participle of the active verb, for example:

Active	She puts the book on the table (Present Tense)
Passive	The book is put on the table
Active	They built the museum in 1988.
Passive	The museum was built in 1988 (Past Tense).

In these examples, the direct objects in the active construction become the object in the passive. In a passive sentence, the agent or doer of the action is very often not mentioned, as mentioned in the above example. When the agent is mentioned, it is used "by," for example:

Active	Ardi writes a novel.
Passive	The novel is written by Ardi.
Active	They wash their clothes in the river.
Passive	Their clothes are washed by them in the river.

Note: If agent/ doer is the personal pronoun subject, it should be changed to into personal pronoun object as mentioned in the second sentence, i.e., *they* become *them*. The important things that should be considered in forming the passive sentence are:

a) The passive sentence can only be formed from the active sentence, which contains a transitive verb (the verb that an object can follow) such as: clean, wash, buy, sell, etc. Example in the sentence: He cleans the house in the morning.[10]

b) An active sentence containing an intransitive verb cannot be changed into a passive one.[11] For example, go, get, walk, sleep, etc.

c) We may like to see a table of active tenses and their passive equivalents. In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. And the passive voice is used when the focus is on the action. It is not important or known, but who or what is acting.[12]

2. Concept of Error

Theoretically, mistake and error are different terms. Error is caused by the lack of knowledge of the language rules, while a mistake is the result of imperfection in producing speech due to fatigue, inattention, and slip factors.[13] Therefore, if one person produces sentences incorrectly, and she or he does not know how to correct them, then he or she made errors, not pointing out that an error is an ungrammatical utterance, which refers to language competence, whereas mistake is imperfectness on utterance, which refers to the language performance. Competence refers to the speaker-hearers' knowledge of his language, and performance refers to the actual use of language in a concrete situation.[14]

According to Brown, to analyze learners' errors in a proper perspective, it is crucial to distinguish between an error that is either random or slip in that. It is a failure to until a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learners. [15] In other words, Tarigan states that error is caused by competence. This is because the learners have not comprehended the linguistic system used in the sentences.[16] Furthermore, Richard mentions that errors in speech or in writing of the second language or foreign language learner are the use of the linguistic item in a way with fluency or native speaker of the language regards as showing faulty or incomplete learning.[17]

In this case, they emphasize error as the unplausible utterances made by the second or foreign language learner, but according to the native speaker of a certain language, especially in the use of a linguistic item, the utterances are not right. On the other hand, Dulay et al. state that the distinction between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to determine the nature of a deviation from a selected norm of language performance; no matter what characteristics or causes of the deviation might be.[15],[16] Furthermore, Brown states that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner, while mistake refers to performance. In addition, he also identifies that error is a result of the lack of knowledge of the rules of the language. Therefore, when a person produces sentences incorrectly and does not know how to correct them, he/she makes errors.[20]

Dullay in Brown uses the term "errors" to refer to any deviations from a selected norm of language performance and matter what the characteristics or causes of the definitions might be.[21] They also explain that the norm used to identify the errors may be any one of the dialects of other varieties of language the native speaker uses. As noted by Dullay above, the term errors are used for the systematic deviations due to the learners still developing knowledge of the target language rule, a system for idiosyncrasies in the learner's interlanguage, which are direct manifestations of a system with which a learner is operating at the time. In this research, the writer holds on to the

idea proposed by Dulay et al. as the basis for determining the deviations produced by the subjects. Thus any deviation is considered an error.[22]

3. Classification of Error

There are four kinds of descriptive taxonomies that are the most useful and commonly used; the four taxonomies are:

Table 1. Classification of Error

a.	**Linguistic Category Taxonomy**	Language components include phonology, pronunciation, syntax morphology, grammar, and lexicon (meaning and vocabulary and discourse style Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g., the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.[15]
b.	**Surface Strategy Taxonomy**	The surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.
c.	**Comparative Taxonomy**	The classification of errors in a comparative taxonomy is based on *comparisons between the structure of L2 errors and certain other types of construction*. For example, suppose one were to use a comparative taxonomy to classify the errors of a Korean student learning English. In that case, one might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.
d.	**Communicative Effect Taxonomy**	The writer investigates the students' grammatical errors, especially passive voice in separate sentences, and from the fourth taxonomy, surface strategy taxonomy is suitable to classify the grammar errors. With all consideration, the writer analyzes the Student's errors in using passive voice in separate sentences using surface strategy taxonomy and the influence of the errors in terms of communication, whether the errors cause miscommunication or not by using communicative effect taxonomy.[24]

4. Surface Strategy Taxonomy

This taxonomy focuses on aspects of the errors themselves. It emphasizes analyzing how surface structure changes define surface strategy taxonomy as a classification of language errors based on how the surface structure is altered.[25]

Table 2. Surface Strategy Taxonomy

Omission	Omission errors are characterized by *the absence of an item that must appear in a well-formed utterance*. Although an morpheme or word in a sentence is apotential candidate for some types of morphemes are omitted morethanothers. Content morphemes carry the bulk ofthe referential meaning of asentence: nouns, verbs, adjectives, adverbs. For example: "*I not angry with you*" be '*was*' that should exist is omitted in this sentence). It should be written as "*I was not angry with you*".
Addition	Addition errors are the opposite of omission. They are characterized by the*presence of an item that must not appear in a well-formed utterance*. Additionerrors usually occur in the later stages of L^2 acquisition, when the learner hasalready acquired some target language rules. For example: "*My friend is borrowed my pen*" ('*is*' not appropriate to occur inthis sentence because this sentence does not need 'to be'). The correctconstruction is "*my friend borrowed my pen*".
Misformation	Misformation errors are characterized by *the use of the wrong form ofmorpheme or the structure*. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it isincorrect.For

	example: "*Everyone were happy last night*" ('*was*' is more appropriatethan '*were*'). It should be revised as "*Everyone was happy today*".
Misordering	Misordering errors are characterized by the *incorrect placement of a morphemeor group of morphemes in an utterance.*For example: "*I not would go to the party*" (the placement of '*not*' and'*would*' are wrong). It should be constructed as "*I would not go to the party*".[26]

METHOD

The method of this research is qualitative research. It bases on the research focus; on analyzing students' errors in using passive voice in the second grade, MAN Gorontalo. Qualitative research is an approach to students of social phenomena. The research used in the natural setting is also called the naturalistic research method. Subsume under the requirement of reliability in our definition. Then the same meaning was argued by Fred N. Kerlinger, [27] "Content analysis is a method of students to measure variables.[28]

Then the purpose of the method stated by Weber is the purpose of content analysis, including the decoding of opened questions in surveys, the revealing of the focus of individual, group, institutional and societal matters, and the description of patterns and trends in communicative content. The latter suggestion indicates the role of statistical techniques in content analysis; indeed, Weber suggests that the highest quality content-analytic studies use both qualitative and qualitative analysis of texts (texts defined as any from written communication.).[29]

The data were collected from twenty questions of active and passive sentences that were given to students. In collecting the data, students were asked to translate active and passive sentences from Indonesian to English. Students were not to open the dictionary or to talk to each other. The time given was 45 minutes. The form of research instrument that was used in the test is attached. See Appendix.

After collecting students' answers, the researcher followed the following steps as a part of data analysis as mentioned in the research procedure: 1) Identification of errors (Recognition) Student's products, in the form of twenty questions, first read and analyzed. Each error was coded using a number and underlined mark. 2) The Description of errors Student's errors, which have been underlined and coded, were then identified based on surface strategy taxonomy and communicative effect taxonomy Explanation of errors After the errors were identified and described, the errors were put into the table provided.

Based on the description, the errors will be done in the common and overall exploration, then describing the problems f that show when exploration happened. All of the data viewed in terms of analysis can be conducted through a domain analysis so able to describe all the data that was found.

Data analysis can be defined as the process of bringing order, structure, and interpretation to the mass of collected data; there are some processes in data analysis. The first is analyzing their bachelor thesis to find whether there are the same errors or not. After collecting Student's answers, the researcher followed the following steps for data analysis as mentioned in the research procedure: Identification of errors. Data analysis techniques go through four stages, data collection, data presentation, data reduction, and drawing conclusions.[30]

Conclusions Drawin/verifving
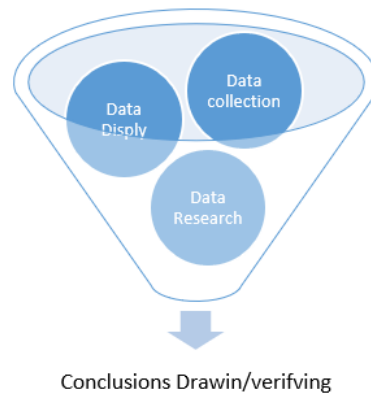
RESULT AND DISCUSSION

The writer gave a 20-item test to students, which focused on Passive Voice in Past Tense. The researcher analyzed each Student's error by the student's answer based on Ellis's" the steps they are analysis of student's errors of using passive voice in the second grade MAN Gorontalo the errors. The data for identifying the error is obtained in Appendix 1.

By analyzing the students" answer sheets, the writer obtained their common errors in the following table: In this chapter, the researcher explained the data analysis and discussion of research findings. This chapter will answer the research question. In the previous chapter, the researcher stated that the data were about sentence analysis.

Table 3. Types of Errors, Sentence Error and, Correct Sentence

No	Types of Errors (Omission)	Sentence Error	The Correct Sentence
1	Omission of Subject	Motive can not detect directly but can interpret in their attitude or behavior	The Motive can, be detected in diarchy but can interpret by their attitude or behavior
		So will create a harmonious two-way relationship between teachers and students	A harmonious two-way relationship between teachers and students will be created by motivation.
		So have to make the library students	The student's library has to be made
		But can not write	But it can't be written by the student.
		This will increase the research's knowledge	Knowledge will be created by the research.
		It is expected to increase the vocabulary	The vocabulary is expected to be increased.
2	Omission of Verb	Many literary works are **often associated** with culture, art, and history.	. Many literary works **are often associated**
		In this study, the **writer interested in** analyzing plots and moral values.	with culture, art, and history.

		While the use of media in the process of learning English is very supportive	In this study, the **writer is interested in**
		The learning process using the right media	analyzing plots and moral values.
		Then from this case, I chose a method	the right media was used in the learning process
		As for other countries using English as a second language	the method was chosen from this case.
		The significant of this research the effect of picture media	English as a second language was used by the contras.
		Such as articles, present and continuous, preposition of time, part tense, present perfect tense indirect speech, past continuous tense, yes/no question in part tense, connectives, simple past forms	This research is significant by the effect of picture media.
		In this study, the **writer interested in** analyzing plots and moral values.	with culture, art, and history.
3	Omission of determiner	A teacher should **be doing** planning and evaluation of all actions to be taken.	The planning and exhalation should be taken by the teacher
4	Omission of preposition	The teacher should give the guidance and motivation about **important improving** reading interest	The guidance and motivation about importance of improving rearming interest should be given by teacher.
		Even though for **us Indonesia society** show that education	Indonesia society were show end that education important for us.
		I **try give** an idea to a teacher as collaborator	The idea was given to a teacher as collar borate

Table 3 shows 19 sentences, and five errors of omission made by the second-grade MAN Gorontalo students. The omission errors in writing sentences on students' bachelor thesis consist of omission of subject, verb, determiner, and preposition. Then, the omission of the subject consists of 6 sentences. The omission of the verb consists of 8 sentences. The next, omission of prepositions, consists of 3 sentences. That last, omission determiner and punctuation consist of an I sentence. Therefore, the biggest type of error was the mission of verb addition Errors.

Table 4. Students' Errors and Corrections

No	Students' Errors	Corrections
1	The Direct Method of teaching **is often to used** in teaching foreign languages	The Direct Method of teaching **is often used** in teaching foreign languages,
2	The film **that analyzed** in this study is a contemporary film, ...	The film analyzed in this study icon temporary film,
3	English **is more used** as a medium ...	English **is used** (is commonly used) as a medium ...

4	The methodology **that used** in this study is CLT	The methodology **used** in this study is CLT
5	The Direct Method of teachig **is often to used** in teaching foreign language	The Direct Method of teaching **is often used** in teaching foreign languages, ...
6	The novel being **chosen** as the data source is "Underground" written by Ika Natassa.	The novel chosen as the data source is "Underground" written by Ika Natassa.

Table 5. Omission Error

No	Students	Corrections
1	Psychoanalysis is one of literary criticisms that usually used to describe conscious and unconscious elements of mind	Psychoanalysis is one of the literary criticisms **that is usually used** to describe conscious and unconscious elements of mind...
2	Qualitative research **is used** to help us	Qualitative research **is used** to help us
3	Children's literature divided **into** several types.	Children's literature **is divided into** several types.
4	is a background knowledge **that shared by** speaker and hearer	context is a background knowledge **that is shared** by speaker and hearer.
5	English particularly is the most dominat language **that spoken** around the world.	English particularly is the most dominat language **that is spoken** around the world.
6	Many literary works often **associated** with culture, art, and history.	Many literary works **are often associated** with culture, art, and history.
7	**When it shown on** a screen, it creates the illussion of moving images.	**When it is shown** on a screen, it creates the illusion of moving images.
8	Language variation **can be focus** on two aspects, ...	Language variation **can be focused** on two aspects, ...
9	All the data that have been collected **are**	All the data that have been collected **are**
10	**classify and analyze**	**classified and analyzed**
11	Minor character also **known** as supporting character.	Minor character is **also known** as supporting character.
12	**Songs composed** of various stanzas that express ideas, ...	**Songs are composed** of various stanzas that express ideas, ...
13	**Metaphore classified** into three, they are ...	**Metaphore is classified** into three, they are ...
14	The important things **to analyzed** from the intrinsic elements ...	The important things **to be analyzed** from the intrinsic elements ...
15	Psychoanalysis is a branch of science which has **developed** by Sigmund Freud.	Psychoanalysis is a branch of science which **has been developed** by Sigmund Freud.
16	There are two approaches **that can used** to analyze a film.	There are two approaches **that can be used** to analyze a film.

Table 5 above shows that there are more than 14 that are categorized as omission errors. This type of error occurs mostly because of students' carelessness. Most of the errors (14 out of 16) occur because students forget to include to in their passive sentences. Two of them (sentence 2 and 8) happens because they forget two add 'ed' in the verb passive; the verb used must be verb

III (past participle).

Table 6. Misformation error

No	Students	Corrections
1	Clouds picture book which can analyze through two aspects.	Clouds picture book which **can be** analyzedthrough two aspects ...
2	to find out the Existentialist Feminism that representin this film.	to find out the Existentialist Feminism that is representedin this film.
3	Language is the most important of human's component life and its existence is complemented the process of communication	Language is the most important of human'scomponent life and its existence complemented the process ofcommunication (or= The process of communication is complemented by its existence)
4	although telling stories can be uses for teaching tenes,	although telling stories **can be used** for teaching tenses, ...
5	This study was hold at kindergarten	This study was held at kindergarten
6	Today, literary works not only can enjoy by reading it, but also	Today, literary works not only can be enjoyed by reading it, but also
7	This research uses theories of O'Grady	Theories of O'Grady are used in this research/Instead of: the writer uses theories of O'Grady (active voice) .
8	Inflection is expresses primarily by means of affixes	Inflection is exspressed primarily by means of affixes
9	Clouds picture book which can analyze through two aspects .	Clouds picture book which **can be** analyzedthrough two aspects ...

Table 6 above shows that there are 17 data of misformation errors. As the theory suggest. Misformation refers to "the use of the wrong form of structure. "Most of these types of errors found were caused by students 'looking in Grammar knowledge. Seven out of seventeen errors (sentences 1,3,5,6,10,11,13) were caused by students' misunderstanding passive or active sentences. They still cannot see the difference between them in those sentences. They have put the important part – the issue being discussed, at the beginning of a sentence to be a subject; however, the sentences are still in active forms. They failed to use the passive construction that is (be+past participles).

Table 7. Misordering error

No	Students' Errors	Corrections
1	To improve students' vocabulary trough gams quarter in second grade MAN Gorontalo	To improve Student's vocabulary through quarter games second-grade MAN Gorontalo
2	How**is** the writer **developed** plot in Devergent Film	How**is** plot**developed** in Devergent Film
3	As fro other countries using as a scound language as Malaysia and india	As fro other countries using as a second language as Malaysia and india country

Table 7 above shows that, in general, the misuse of passive voice is caused by the translation factor, which is when students change L1 to L2. In sentence 1, students misunderstand the order of questions and statements. In questions, the verb must come just after the question words. It becomes a noun clause and a sound statement if it is placed after the subject. In sentence 2, the

subject should be 'plot,' and the word' the writer' is not necessarily included as it is clear that it is the writer who developed the plot.

CONCLUSION AND IMPLICATIONS

Advertising is a text in which a whole sentence has a certain meaning. In this modern era, advertising is not only in the form of announcements or writings in the mass media. More specifically, product packaging is an advertisement that has a direct effect on a particular target. The use and selection of the correct words and attractive product packaging also play an important role in the product. An example of a product's components is the presentation or instructions for using the product. In a wide variety of products, instructions for use are mostly command sentences that can be marked by the presence of objects or words that use a command word.

Based on the results of research and data analysis that has been carried out, a conclusion can be drawn, namely that 24 verbs contain the meaning of commands in 5 food and beverage products. Of the 24 words that contained the meaning of the command, there were 11 types of words that differed in terms of form and meaning. The word is the word "enter," which is repeated three times, the word "mix," which is repeated three times; the word "pour," which is repeated three times; the word "stir" is repeated four times; the word "reduce" is mentioned one time, the word "put" is mentioned one time, the word "add" is repeated five times, the word "fry," "wait," "prepare," and "let it go" is mentioned one time.

In the product described above, the way it is presented is included in the imperative verb, namely the command word. The word command referred to here is a command word that does not take long to present. The imperative verb can also be seen in the many fi'il amr contained in the food product. This imperative verb is used as a direct clue to consumers about how to present the product so that consumers do not fail to understand and be confused when using a product. Thus, it can also be concluded that the analysis that has been carried out proves the presence of the word command in serving food and beverage products.

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