



The Correlation Between Students' Imperative Sentence Mastery And Their Ability In Writing Procedure Text At MTs Sriwijaya East Lampung

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ARTICLE INFO

ABSTRACT

ISSN: 0101-0721

Keywords:

*Correlation;
imperative sentence;
writing procedure
text.*

This research is conducted based on the preliminary research that are many students difficult in writing procedure text. The students are still confused about how to start writing and applying grammar in writing. The objective of the research was to know whether there was a correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung. This was correlation research. It was used to know the correlation between students' imperative sentence mastery and their ability in writing procedure text. The population of this research was the students at the MTs Sriwijaya east Lampung of the ninth grade of the first semester. The total sample in this research was 28 students. In collecting data, using 20 multiple choices for imperative sentence test and writing a paragraph for procedure text test. After giving the test, the writer analyzed the data by using SPSS Statistic 17.0 After doing the hypothetical testing, the result demonstrated that there was a positive correlation between students' imperative sentence mastery and their ability in writing procedure text. Based on the data analysis computed by using SPSS, it was obtained that Sig = 0.004 and $\alpha = 0.05$. It means that H_a is accepted because Sig < $\alpha = 0.05$. Based on this research, it was suggested that to have a good writing procedure text, students should have a good mastery of imperative sentences.

Introduction

Every people needs language in their social life. People use language to communicate between one and another. It is used to deliver messages or ideas from the speaker to the listener in the interaction among themselves or with the environment. By using language, people can express what they think and feel when communicating with other people. By mastering a language, people can transfer new information. They can also get such information by reading books, magazines, and newspapers.

In Indonesia, English is a foreign language that is taught formally from junior high school through university level as a compulsory subject that can be seen in the curriculum. The students must be able to understand English both in spoken and written form. Four Skills in English must be mastered by the students, they are

listening, speaking, reading, and writing. Brown states that “for almost six decades now research and practice in the English language has identified the four skills, listening, speaking, reading, and writing-as of paramount importance” (Brown, 1994: 217). It means that writing is a very important skill in learning English that should be mastered by students.

Writing is a complex activity in which the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that is being used in written communication. According to Raimes, Writing is a skill in which we express ideas, feelings, and thought that are arranged in words, sentences, and paragraphs by using eyes, brain and hand (Raimes, 1983: 2). By using writing, we can share our idea, feeling, or anything that exists in our minds. As one of the language skills, writing is very important for the students because they will face some writing tasks in learning English.

In writing, there are many kinds of texts. One of the texts is procedure text. Procedure text is to describe how something is accomplished through a sequence of actions or steps (Gerot & Wignell, 1995: 206). This text aims to help us in doing a task or to make something (Tim Penyusun. English K-6 Modules: 1998: 45). It can be a set of instructions or directions. The function of procedure text is to describe how something is accomplished through a sequence of actions, steps, or description of how to make something. While writing a procedure text, students should pay attention to the rules.

The common grammatical patterns of a procedural text include the use of commands (the imperative form of the verb), the use of action verbs, the use of precise vocabulary, the use of connectives to sequence the actions in time, and the use of adverbials to express details of time and place, manner and soon (Tim Penyusun. English K-6 Modules: 1998: 45). The use of imperative sentences determines good procedural text writing. An imperative sentence has an understood subject (you) and the verb is in the simple form. An imperative sentence can be used to give directions and order. In writing procedural text such as a recipe some directions are used in an imperative sentence. The steps to accomplish something action can be done by using the imperative sentence. Therefore, the imperative sentence is a language feature in the procedural text. So this article is made to know The Correlation between Imperative Sentence Mastery and their Ability of Writing Procedure Text at MTs Sriwijaya East Lampung

Literature Review

The imperative sentence is a kind of sentence that expresses an order. The imperative is also defined as a sentence that is in the form of a command (Oxford, 2004: 214). When someone asks and requests something like helping others, it needs to use the imperative sentence. According to Celce, that Imperative sentences are commands, also known as directives, whose function is to get someone to do something (Celce,

Larsen, & Freeman, 1999: 232). It is similar to Azar that Imperative sentence is used to give commands, make a polite request and give directions (Azar, 1998: 73). It means that imperative sentences are not only used to command but also have the function to give the request for someone to achieve something.

Moreover Swan states that Imperative sentences are used to tell or ask people to do things, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare (Swan, 2005: 267). Based on the definition above, concludes briefly that imperatives sentences are sentences that are used by someone to give commands, requests, advice, directions to other people for doing something. The imperative sentence can be divided into three parts, command, prohibition, and request.

Procedure text is to describe how something is accomplished through a sequence of actions or steps (Linda Gerot, Peter Wignell, 1995: 206). Therefore, procedure text is telling a step how to make food, drink, or something. Procedure text contains a process to achieve a certain goal. And we can find the text not only in magazine, newspaper, or construction in food wrapping. Procedure text is to describes how something is accomplished through a sequence of actions or steps. It means procedure text is a kind of text with a purpose to help us do a task or to make something.

The purpose of the procedure text is to tell how to do something. This might include instructions for how to carry out the task or play a game, directions for getting to a place, and rules of behaviour (Tim Penyusun, 1998: 45). And the function of procedure text is to describe how something is accomplished through a sequence of actions or steps or to describe how to make something. The text uses the simple present tense, often imperative sentences. It also uses temporal conjunction such as first, second, then, next finally, etc (Utaridhina, 2009).

Method

This research was quantitative research. The Correlational research is applied as the research design. The correlation research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated) (Ary, 2010: 27). Anderson stated this design allows you to predict an outcome, such as prediction that ability, quality of schooling, students' motivation, and academic course work influence students' achievement (Cresswell, 2008: 356). According to that, the writer collected and analyzed the data statistically from the students' scores of variables to find out the correlation between students' imperative sentences mastery and their ability in writing procedure text of the ninth grade students of MTs Sriwijaya.

In this research, the population was taken from all the students of MTs Sriwijaya East Lampung. A population is the large groups to which one hopes to apply the result

(Fraenkel & Wallen: 1932: 90). The number of population is 83 students in the ninth grade. It can be seen in the table below:

Table 1. The table of population based on the number and gender of ninth grade at MTs Sriwijaya east Lampung

Classes	Gender		Total
	Female	Male	
IX A	18	10	28
IX B	16	11	27
IX C	15	13	28
Total	49	34	83

Source: the data of total students of the ninth grade at MTs Sriwijaya east Lampung.

The sample in this research is a part population of the ninth grade of MTs Sriwijaya east Lampung. In this research, the writer used a sampling technique called cluster random sampling because the classes are homogenous and the sample from group or class. The sample of the research was taken from class of IX A.

In collecting the data of this research, the writer used the following test:

1. Imperative sentence mastery test

The writer used the objective test that is multiple choices test with four options a, b, c, and d. The writer used objective test in the form of imperative sentence, the total of the items test is 20 items.

2. Writing procedure text test

To know the students' ability of writing procedure text, the writer asked the students to write one paragraph of procedure text based on the theme.

In analyse the data, the writer used normality test and linearity test. The hypotheses formulas of normality test are:

Ho: The data are normally distributed.

Ha : The data are not normally distributed.

While the criteria acceptance or rejection of normality test are

Ho is accepted if $\text{sig} > \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The Linearity test is used to know the size of the linear relationship between two variables x and y. To know the data obtained are linear or not, the writer used SPSS

(Statistical Program for Social Science) to check it in order to make the writer easy. Thus, the writer check the result of linearity by comparing with significant level ($\alpha = 0.05$). If the result is higher than α , it means that the data are linear.

Result and Discussion

1. Result of Imperative Sentence Mastery

The writer got the data in the form of score from imperative sentence mastery test. The writer used SPSS Statistic 17.0. The result of imperative sentence mastery test was described as follows:

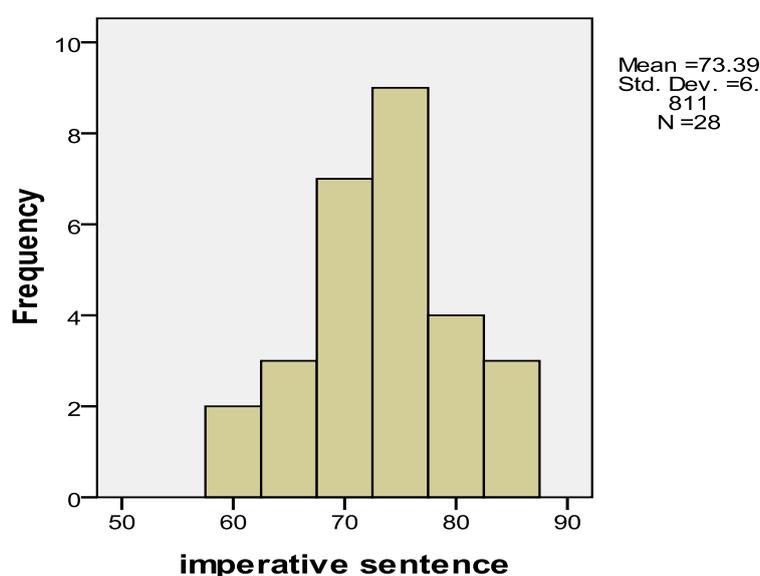


Figure 1. The Result of Imperative Sentence Mastery Test

Based on the figure 1, it showed the result of the imperative sentence mastery test were the minimum score was 60 and the maximum score was 85. There were 2 students who got score 60. There were 3 students who got score 65. There were 7 students who got score 70. There were 9 students who got score 75. There were 4 students who got score 80. And then there were 3 students who got score 85. Related with the students' score in imperative sentence mastery there was measuring of statistic. It show the result mean of imperative mastery was 73.39, Std. Dev= 6.811, N=28, minimum score=60 and maximum score=85.

2. Result of Procedure Text

The writer got the data in the form of score from writing procedure text test. The writer used SPSS Statistic 17.0. The result of writing procedure text test was described as follows:

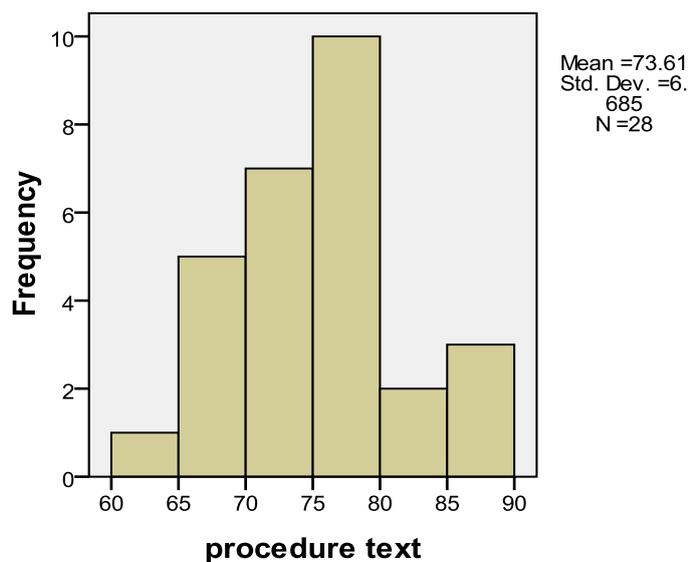


Figure 2. The Result of Writing Procedure Text Test

Based on the figure 2, it showed the result of the writing procedure test were the minimum score was 62 and the maximum score was 86. There was 1 student who got score 62. There were 5 students who got score 65. There were 5 students who got score 70. There were 2 students who got score 72. There were 6 students who got score 75. There were 4 students who got score 78. There were 2 students who got score 80. And then there were 3 students who got score 86. Related to the students' score in writing procedure text there was measuring of statistic. It shows the result mean of writing procedure text was 73.61, Std. Dev= 6.685, N=28, minimum score=62 and maximum score=86.

3. Result of Normality Test

The test has been employed to know whether the data is normally distributed or not. The writer used Shaphiro Wilk/Liliefors normality test by using SPSS Statistic 17.0 and the result was as follow:

Tabel 2. Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.165	28	.050	.940	28	.114
.118	28	.200	.945	28	.150

Lilliefors Significance Correction

Based on the table above, it could be seen that P_{value} (Sig) for imperative sentence mastery was .114 for Shaphiro Wilk. For writing procedure text, the P_{value} (Sig) was .150 for Shaphiro Wilk. Because Sig (P_{value}) of imperative sentence mastery $> \alpha = 0.05$ it means H_a was accepted and Sig (P_{value}) for the writing procedure text $> \alpha = 0.05$ it means H_a was accepted. The conclusion was that the data of imperative sentence mastery and for writing procedure text had normal distribution

4. Result of Linearity Test

The test was intended to test whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson product moment formula. The writer used SPSS Statistic 17.0 and the result was as follow:

Tabel 3. Tests of Linearity

			Sum of Squares	df	Mean Square	F	Sig.
imperative sentence * procedure text	Between Groups	(Combined)	760.595	7	108.656	4.416	.004
		Linearity	341.911	1	341.911	13.896	.001
		Deviation from Linearity	418.684	6	69.781	2.836	.037
	Within Groups		492.083	20	24.604		
Total			1252.679	27			

Based on value of significant level ($\alpha = 0.05$), the result of linearity test of "Anova table" $.037 > 0.05$. It means there were linear relationship between two variables X and Y.

5. Result of Hypothetical Test

After the writer knew that the data were normal and linear, then the data were analyzed by using Pearson product moment using SPSS in order to know the significance.

The hypotheses were:

H_a : There was a correlation between students' imperative sentence mastery and their writing procedure text.

H_o : There was no correlation between students' imperative sentence mastery and their writing procedure text.

While the criteria for acceptance and rejection of the hypothesis were:

H_a was accepted if $\text{sig} < \alpha = 0.05$

H_0 was accepted if $\text{sig} > \alpha = 0.05$

Tabel 4
Result of Hypothetical Test

		imperative sentence	procedure text
imperative sentence	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.004
	N	28	28
procedure text	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.004	
	N	28	28

***. Correlation is significant at the 0.01 level (2-tailed).*

Based on the table above, it was clear that the value of significant generated Sig (P_{value}) = 0.004 < $\alpha = 0.05$. Thus, H_0 was rejected and H_a was accepted. Based on the computation, it can be concluded that there was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung.

Discussion

This research is not the first research in the world. There are many researches that were conducted this kind of research before. But, the researcher tries to different with the previous research such in research object, content, instrument, and the result.

The first previous research that was done is by Evi Fitria with the title the correlation between students' simple present tense mastery and their ability in writing descriptive text at the first semester of the eight grade at SMPN 1 Karya Penggawa Pesisir Barat in the academic year of 2016/2017. This research resulted that there was positive correlation between students' simple present tense mastery and their writing ability descriptive text. Because by seeing the result of the data calculation where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. So she concluded that good simple present tense mastery enables good writing ability (Evi Fitria. S-1 degree Thesis, 2017).

Another research that was done is by Depi Marliani with the title the correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency. The result of her research is there was a positive correlation between student imperative sentence mastery and their writing ability (Depi Marliani. S-1 Degree Thesis, 2011).

Based on those explanation, there were differences between those previous research and this research. The first previous research used vocabulary mastery and writing analytical exposition text, and the second previous research used imperative sentence mastery and writing ability. While this research, the writer used imperative sentence mastery and writing procedure text.

Those two previous research had the similarity result. The result claimed that H_0 was rejected and H_a was accepted. It means there was a correlation between two objects that was used to be researched. This research also had similar result too since that there was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung.

Conclusion

After conducting the research and analyzing the data, the writer might draw conclusion. There was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung. Based on the result of the data calculation in the previous chapter, null hypothesis (H_0) was not accepted, and alternative hypothesis (H_a) was accepted. Thus, the writer's assumption was revealed imperative sentence mastery and writing procedure text are correlated significantly. Pearson product moment formula by using SPSS (*Statistical Package for the Social Science*) showed the result obtained that the value of significant generated Sig (P value) = $0.004 < \alpha = 0.05$. It can be revealed from the hypothesis testing.

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