
THE RELATION OF THE ABILITY OF IMPERATIVE SENTENCES AND THE WRITING SKILL OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT: One of the texts used in daily life is procedure text which requires imperative sentences to accomplish writing procedure texts. Procedure text is one of many short functional texts in writing that should be mastered by the students in ninth grade learning English. Thus, this study aims to find out whether there was a significant correlation or not between the ability of imperative sentences and the writing skill of procedure text. The population was ninth-grade students with a total of 67 students at SMP Azhariah Palembang. For the sample of this study, the intake sampling technique was used to take the sample with 67 students. The data were obtained from students' imperative sentence scores and their writing procedure text scores. In analyzing the data, correlation analysis was used. Based on the statistical analysis, it was found that the correlation coefficient or the *r-value* (0.294) was higher than *the r-table* (0.236). It can be concluded that there was a correlation between the ability of imperative sentences and the writing skill of procedure text. Some students had a minimum level of imperative sentence test but they were able to create good writing procedure tests. Some other factors might influence their result in the two tests such as their concentration, experience, habit in writing, etc.

Keywords: *correlation, imperative sentences, writing skill*

HUBUNGAN KEMAMPUAN KALIMAT IMPERATIVE DENGAN KEMAMPUAN MENULIS SISWA SMP

ABSTRAK: Salah satu teks yang digunakan dalam kehidupan sehari-hari adalah teks prosedur yang membutuhkan kalimat imperatif untuk menyelesaikan teks prosedur penulisan. Teks prosedur adalah salah satu dari banyak teks fungsional pendek dalam tulisan yang harus dikuasai oleh siswa kelas sembilan yang belajar bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan atau tidak antara kemampuan kalimat imperatif dengan keterampilan menulis teks prosedur. Populasi adalah siswa kelas IX yang berjumlah 67 siswa di SMP Azhariah Palembang dengan menggunakan teknik *intake* pengambilan sampel yang berjumlah 67 siswa. Data dipilih dari skor kalimat imperatif siswa dan skor teks prosedur menulis mereka. Dalam menganalisis data digunakan analisis korelasi. Berdasarkan analisis statistik diketahui bahwa koefisien korelasi atau nilai *r* (0.294) lebih tinggi dari *r-tabel* (0.236). Bahwa terdapat hubungan antara kemampuan kalimat imperatif dengan keterampilan menulis teks prosedur. Ada faktor lain yang mungkin mempengaruhi hasil mereka dalam dua tes seperti konsentrasi, pengalaman, kebiasaan mereka dalam menulis, dll.

Kata Kunci: *korelasi, kalimat imperatif, keterampilan menulis*

INTRODUCTION

English is an international language used as a means of communication both in oral and written forms. People use it to make international connections and to cooperate among people in different countries in the world. English is veritably important for people to learn the language and to practice oral or written communication to associate with one another. In Indonesia, English is taught as a foreign language. It is used as guidance for any instruction or communication in the world involving relationships, business, networking, etc. Siahaan (2008) stated that four language skills must be mastered by the language learners. They are listening, speaking, reading, and writing (p. 185).

Writing is one of the language skills which should be maximally taught and practiced by the teacher in the learning process. Harmer (2009, p. 31) stated that writing is the basic language skill to be achieved in English language learning. In addition, Nordquist (2013, p. 1) declared that good writing simply means writing that contains no bad mistakes or no errors in terms of grammar, punctuation, or spelling. Good writing is much more than just correct writing. In addition, writing is the combination of process and product (Linse & Nunan, 2006, p. 98). It means that writing is a process of putting thoughts or ideas, and information in words that are combined into sentences in paragraphs. In writing, it can be started by writing a sentence which is continued by writing a paragraph. In brief, a paragraph is considered important for writing skills (Setiani, 2021, p. 83).

Thus, the students must have competence or chances to accomplish a task and produce a favorable outcome. Pamuji (2022) also explained that writing is a way of expressing ideas in the mind. In a piece of writing, there are vocabularies that must be in accordance with their designation because the use of vocabulary must be chosen when the writer decides whether to write formally or non-formally.

Furthermore, Patel & Jain (2008, p. 125) stated that writing is a skill that should be taught and practiced. In academics, the skill of writing holds an important role when it is needed for conferences, presentations, journals, and book publications by using new ideas and concepts. Hyland (2004, p. 4) also stated that writing is a specific ability that helps writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skills must be required by students to be able to understand and be confident about what they are doing.

Based on the curriculum 2013 (K13), the basic competency in writing is expressing the meaning and rhetorical steps accurately and fluently by using written language in daily life context in a recount, narrative, and procedure text. In this study, the writers would focus on writing procedure text.

A procedure text is a short text that provides instructions or commands on how to do something. Knapp (2005, p. 180) stated that procedure text is to tell someone what to do and how to do it, this can be achieved through a range of textual forms. In daily life, people usually use the procedure text. For example, when they follow the instructions of a recipe, steps to make food, how to turn on a computer, etc. Procedure text is a genre text in writing that should be mastered by ninth-grade students. Thus, students should understand generic structures, social functions, and language features of procedural text that can be used in their English classroom and in daily life.

A procedure text is designed to describe the steps, procedures, or actions to achieve the need. There are many possible ways to make students easier to write a text and become familiar with procedure text, such as their life experiences, such as the ways to cook, the steps of using a printer, ATM card, etc., and how to make a pencil case. In the writing procedure text, there are some directions. One of them is the use of imperative sentences. The steps to accomplish something action can be done by using imperative sentences. The

use of imperative sentences determines the good procedure of text writing. That can be used to give directions and order (Hartono, 2005).

SMP Azhariah is one of the Junior High Schools in Palembang that applies the curriculum of 2013 (K.13) in English teaching and learning. Automatically, the first-year students study procedure text writing. If the students have learned the procedure of text writing, properly the target of this material would be achieved. Some students still had difficulties in writing procedure text. As a result, some students did not get the standard criteria score (6.50).

Based on the above statement, the writers concluded that there were some problems faced by the students in procedure text writing. Those problems can be explained by these phenomena, some students were not able to use the action verb and the precise vocabulary. They often wrote the procedure text without using the right generic structure and imperative sentences. The writing procedure text required imperative sentences that one of the directions that should be acquired so that the generic structure and generic feature of text could be achieved by the students to increase their literacy level and their ability in English lessons, especially in writing skills. It is proven by Aryanti (2018) and Marlina (2011). Based on the results of their studies, the mastery of the imperative sentences and procedures texts has a significant correlation. The students must have a mastery of imperative sentences that can affect the student's performance in writing procedure texts.

Therefore, the writers were interested in conducting the research to find out whether or not there was a significant correlation between the ability to imperative sentences and the writing skill of procedure text in the ninth-grade students of SMP Azhariah Palembang. By knowing imperative sentences, the student could understand the language features of procedure text and enhance their ability in writing procedure text and English teachers could provide effective strategies to teach imperative sentences to improve the students' writing skills.

1. Writing Skill

Writing is one of the crucial skills in teaching English. It has always been included in most English language courses. According to Meyers (2005, p. 2), writing ability is a method for producing language, which occurs naturally when readers speak. In addition, Writing is a form of verbal communication with others and also an action a process of discovering and organizing your idea, putting them on paper, and reshaping and revising them. In addition, Hedge (2000, p. 302), stated that writing skill is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing.

In the other words, writing is a combination of process and product (Sokolik, 2003). He explained that the process of writing is by collecting all the ideas or data that the writers have in order to manage it by providing a good writing product. It means that composition instruction recognizes the importance of generating, formulating, and refining one's idea. In this case, writing skill is not only expressing ideas or sharing information, but also it is actually an indicator of the mastery of language, which means that in writing the students need to be active and have communicative skills. It showed that learning writing skills is assumed to be difficult and the student should develop a full understanding of the writing process. Thus, in learning writing, the writer must know about assessing in writing especially writing procedure text. The assessing criterion of writing is needed to recognize the criteria for writing assessment in the research. Furthermore, writing means the act or art of forming letters and characters on paper.

2. Imperative Sentences

An imperative sentence is a kind of sentence that expresses an order. An imperative is also defined as a sentence that is in the form of a command (Hornby, 1995). When someone asks and requests something like helping another, it needs to use the imperative sentence. According to Azar (1998), an imperative sentence can be divided into three parts: A command is a person ordering another to do something that can be preceded by please, for example, *Mix the eggs and sugar*; a prohibition is a negative command that is formed by adding the word don't, for example, *don't turn off the machine before 5 minutes*; request that is the sentence is started with auxiliary. In brief, an imperative sentence can be used to give directions and an order which has a function in writing procedural text.

3. Procedure Text

A Procedure text is an English text in which the writer describes how something is accomplished through a sequence of actions or steps. According to Anderson & Anderson (2003), a Procedure text is a text that tells the reader or listener how to do something. A procedure is a text containing the procedure, process, mean, or steps of making do something. In conclusion, a procedure text is one the important pieces of knowledge which explain information about how to write a procedure text including goals, material, and methods or steps on how to make something.

METHODOLOGY

The writers used quantitative research with the correlation study to investigate the extent to which differences in one characteristic or variable were related to differences in one or more other characteristics or variables (Leedy & Ormrod, 2010, p. 183). In other words, the writers would like to investigate the relationship between two variables that were imperative sentences as an independent variable and writing ability in procedure texts as a dependent variable where this research was conducted with the ninth-grade students of SMP Azhariah Palembang.

The population involved in this study was the ninth-grade students of SMP Azhariah Palembang in the academic year of 2019/2020. The total number of students was 67 students. In this study, the writers used the total sampling technique. The writers chose total sampling to adjust the condition of the population and sample of the study. The writers took the population as a sample for this study to avoid bias and to get the result more accurate.

The techniques for collecting the data were tests. The first test was the imperative sentences test consisting of five (5) aspects including *giving an order, direction, advice, request, and question tag*. Giving order questions consist of 7 items (1, 2, 3, 4, 22, 23, and 26), direction questions are 7 items (5, 6, 9, 11, 13, 15, and 16), advice questions are 8 items (7, 17, 18, 19, 25, 27, 28, and 30), request questions are 7 items (8, 10, 12, 14, 21, 24 and 29), the question of question tag is 1 item (20). The total of the test was 30 items of the question with a time allocation was 45 minutes. The second test is a writing test that was given to measure the students' writing skills in procedure text with a time allocation of 45 minutes. The students were asked to write a procedure text with the title *How to make a pancake, How to make fried rice, and How to make juice*.

The validity of the writing procedure test in this study used content validity. The writers asked the expert judgments and identify whether it was applicable or not. To get the valid items for imperative sentences, the results of TO were analyzed by using SPSS (*Statistical Package for Social*) corrected item-total correlation, if the value of $r\text{-table} < r$

counts the items are valid. On the other hand, if the value of $r\text{-table} > r\text{-counts}$ the items is not valid. The writers found the $r\text{-table}$ was 0.3494 (df=30). The result of the validity test from 40 items of the question given in the tryout test revealed that there were 10 invalid items and 30 valid items used as the instrument which were distributed to the sample of this study.

To score the students' performance in writing, the writers asked the raters who have competencies in teaching English, to rate the students' writing test by following the analytical scoring rubrics in terms of content, organization, grammar, vocabulary, and mechanics which is adapted from Brown (2007) in order to determine the students' writing achievement. To measure whether a test is consistent and dependable (Brown, 2004), Inter-rater reliability was used to compare the raw score between two raters to find out the internal consistency between them. Then, the raw scores were analyzed by using Pearson Product Moment. After calculating the data, the writers found that the value scores of writing procedure text were (0.822) with sig (2-tailed) 0.000. It was higher than the reliability of the coefficient (0.70). It means that the writing test was highly reliable.

Meanwhile, the reliability test of the imperative sentence test used *Split Half Correlation* to measure the reliability of the instrument by dividing the scoring of the test item. The result of Try Out (TO) consisted of 30 valid items, the writers used the split-half method to measure the reliability of the test. It was found that the value score of the imperative test was 0.899. Since the reliability coefficient of the test was higher than 0.70 the test was considered reliable. Furthermore, the criteria for reliability were categorized as highly reliable.

Techniques for analyzing the data were descriptive analysis and correlational analysis. Before going to analyze the data, normality was measured to know whether the collected data were normally distributed or not. If the data was normality distributed parametric statistics would be analyzed. In this study, a normality test was used to find out whether or not the data imperative sentences and writing ability of procedure text was distributed normally or not. Based on the result of the normality test, the data was normal. It can be seen that the data of the imperative test was $p\text{-value}$ (0.065) was higher than the $\alpha\text{-value}$ (0.05), it could be assumed that the data of the imperative test was normally distributed. Moreover, the data of writing procedure text was found that $p\text{-value}$ (0.200) was higher than the $\alpha\text{-value}$ (0.05), or $p > 0.05$. It could be assumed that both data were normally distributed.

FINDINGS AND DISCUSSION

1. Descriptive Analysis

The results of an imperative test of ninth-grade students of SMP Azhariah Palembang showed that the minimum score was 36, while the maximum score was 83. The mean score of the imperative sentence test was 61 with a standard deviation of 15.023. The results of students' writing ability in procedure text showed that the minimum score of students' writing procedure text was 55.62, whereas their maximum score was 84.37. Furthermore, the mean score was 70 with a standard deviation of 6.9142. A summary of the descriptive analysis is presented in Table 1.

Table 1. Descriptive Analysis

Variable	Minimum	Maximum	Mean	Std. Deviation	N
Imperative Sentences	36.00	83.00	60.7742	15.023	67
Writing Procedure Text	55.62	84.37	70.3481	6.9142	67

2. Correlation Analysis

The correlation analysis was used to find out whether there was a significant correlation between students' imperative sentences and students' writing ability of procedure text or not. Based on the statistical analysis, it could be seen that there was a significant correlation between the students' imperative sentence and their writing ability in procedure text which can be seen in Table 2.

Table 2. A Summary of Correlation Analysis

Variable	Pearson Correlation Coefficient	Sig. (2-tailed)	N
Imperative Sentence Writing Procedure Text	0.294	0.000	67

The result of the correlation analysis revealed that the correlation coefficient or the *r-value* (0.294) was higher than the *r-table* (0.236) instead of a low correlation. Then the level of probability (*p*) significance with sig.2-tailed was 0.000. It means that the significant value (2-tailed) was lower than the alpha value ($0.000 < 0.05$). It indicated that there was a significant correlation between the students' imperative sentences and writing ability procedure text.

Based on the findings in this study, some interpretations could be drawn. The data shows that some students got good and average scores. Some of those who got a good and average score in an imperative sentence and also in writing tests. In contrast, some students got poor in imperative sentences and writing tests. Almost all of the students had an average category in the ability of imperative sentences and writing skills of procedure text. It means that the improvement of students' ability of imperative sentences would be followed by the improvement of students' writing skills of procedure text.

Based on the result, it was found that there was a correlation between students' ability to imperative sentences and writing skill procedure text instead of the low correlation category. It is in line with Aryanti (2018) who found a correlation between students' mastery of imperative sentence and their ability in writing procedure text. It showed that students' imperative sentences gave a positive contribution to the student's writing ability. It also means that the increase of students' imperative sentences would be followed by enhancement of ability in writing procedure text. In addition, Marlina (2011) also stated that there was a significant correlation between imperative sentence mastery and procedural text writing ability among the first-year students of SMAN 1 Kuantan Mudik Singingi Regency. The increase in imperative sentence mastery would be followed by the improvement in writing procedural text. It was assumed that imperative sentence mastery could influence writing procedural text.

In this research, the ability of imperative sentences gave a significant contribution to the writing skill of procedure text. However, some students had a good level in imperative sentence tests but did not get some scores on writing tests. Some students had a minimum level of imperative sentence test but they were able to create a good writing procedure test. Some other factors might influence their result in the two tests such as their concentration, experience, habit in writing, etc. Therefore, if both variables have the same good level, then the variables have a positive correlation.

CONCLUSION

Based on the findings and interpretation of the study, it could be summarized that the ninth-grade students at SMP Azhariah Palembang had an average category of an imperative sentence. Meanwhile writing ability of procedure text, the students had an

average category. Based on the result of the Pearson product-moment correlation analysis, the result correlation analysis revealed that the correlation coefficient or the *r-value* was higher than *the r-table*. It was inferred that there was a correlation between the students' imperative sentences and the writing ability procedure text of the ninth-grade students at SMP Azhariah Palembang.

Based on the findings, it was suggested that the teacher explain imperative sentences to guide the students to write the procedure text properly and the students have to practice imperative sentence exercises that could help develop their language ability and writing performance, especially in writing procedure text.

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