

**THE CORRELATION BETWEEN IMPERATIVE SENTENCE  
MASTERY AND PROCEDURAL TEXT WRITING ABILITY  
AT THE FIRST YEAR STUDENTS OF SMAN 1  
KUANTAN MUDIK KUANTAN SINGINGI  
REGENCY**

A Thesis

Submitted to Fulfill One of the Requirements  
for Bachelor Degree in English Education  
(S.Pd.)



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PEKANBARU  
1432 H/2011 M**

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The title of this thesis is The Correlation between Imperative Sentence Mastery and Procedural Text Writing Ability at the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency.

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The writer realizes in this thesis there are many mistakes. Therefore, the writer asks all readers to criticize this thesis to make perfect.

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Pekanbaru, April 2011

The writer,

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## ABSTRACT

**Depi Marliani (2011):** The Correlation between Imperative Sentence Mastery and Procedural Text Writing Ability at the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency.

This research is entitled “The Correlation between Imperative Sentence Mastery and Procedural Text Writing Ability at the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency”. This research design is correlational study. In this research, there are three formulations of the problems, they are how students’ imperative sentence mastery is, how students’ procedural text writing ability is, and whether or not there is a significant correlation between students’ imperative sentence mastery and their ability in procedural text writing. The objective of the research is only to find out the correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik. The research was carried out at SMAN 1 Kuantan Mudik. It was conducted from January 03-18, 2011. The subject of the research was the first year students of SMAN 1 Kuantan Mudik. The population of this research was 168 students and the sample was 31 students. The technique used in taking the sample is proportional random sampling. In collecting the data, the writer used test for both of the variables in this research. Before the test of imperative sentence was given to the sample the researcher gave the try out. The writer also gave the test of procedural text writing ability. In analyzing the data, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version. From the research findings, the score of Pearson Product Moment ( $r$ ) is 0.658 and it compared to  $r$  table at 5% and 1%,  $0.361 < 0.658 > 0.456$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. The conclusion are that, there is a significant correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency, the students’ imperative sentence mastery is categorized into enough level, and the students’ procedural text writing ability is categorized into very good level. Coefficients in this range would be considered very good. Finally, the suggestions are that writing procedural text should be focused on using imperative sentence in order that the generic structure and generic feature of the text can be achieved and by mastering imperative sentence, the students in informational level can prepared themselves to increase their ability in English lesson especially in writing skill.

## ABSTRAK

**Depi Marliani (2011):** Hubungan antara Penguasaan Kalimat Imperative dan Kemampuan Menulis Teks Prosedur Siswa Kelas X SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi.

Penelitian ini berjudul “Hubungan antara Penguasaan Kalimat Imperative dan Kemampuan Menulis Teks Prosedur Siswa Kelas X SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi”. Ini adalah penelitian korelasi. Dalam penelitian ini ada tiga rumusan masalah, yaitu bagaimana penguasaan kalimat imperative siswa, bagaimana kemampuan siswa dalam menulis teks prosedur, dan apakah ada hubungan yang signifikan antara penguasaan kalimat imperative dan kemampuan menulis teks prosedur. Tujuan dari penelitian ini adalah hanya untuk mencari hubungan antara penguasaan kalimat imperative dan kemampuan menulis teks prosedur siswa kelas X SMAN 1 Kuantan Mudik. Penelitian ini dilaksanakan di SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi pada tanggal 03-18 Januari 2011. Subjek penelitian ini adalah siswa kelas X SMAN 1 Kuantan Mudik . Jumlah populasinya adalah 168 siswa dan jumlah sampelnya adalah 31 siswa. Teknik yang digunakan dalam mengambil sampel adalah teknik proportional random sampling. Dalam pengumpulan data, penulis menggunakan tes untuk masing-masing variabel. Sebelum tes penguasaan kalimat imperative diberikan kepada sampel, penulis melakukan uji coba. Penulis juga memberikan tes kemampuan menulis teks prosedur. Dalam menganalisa data, nilai dianalisa menggunakan rumus Pearson Product Moment melalui SPSS 16.0. Dari hasil temuan, nilai Pearson Product Moment ( $r$ ) adalah 0.658 dan ini dibandingkan dengan  $r$  table pada skala 5% dan 1%, jadi  $0.361 < 0.658 > 0.456$ . Dapat diartikan  $H_0$  ditolak dan  $H_a$  diterima. Kesimpulannya adalah ada pengaruh yang signifikan antara penguasaan kalimat imperative dan kemampuan menulis teks prosedur siswa kelas X SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi, penguasaan kalimat imperative siswa dikategorikan kedalam tingkatan cukup dan kemampuan menulis teks prosedur siswa dikategorikan kedalam tingkatan sangat baik. Koefisien pada rentangan tersebut adalah pada tingkatan sangat baik. Akhirnya, saran dari penelitian ini adalah, penulisan teks prosedur harus difokuskan pada penggunaan kalimat imperative supaya susunan dan ciri-ciri teks dapat tercapai dan dengan penguasaan kalimat imperative ini, para siswa pada level SMA dapat mempersiapkan dirinya untuk meningkatkan kemampuannya dalam pelajaran Bahasa Inggris khususnya dalam keahlian menulis.

ديفي مارلياني (2011): استيعاب الكلمات الأمرية في ارتباطها بالقدرة على كتابة النصوص  
النهجية لطلبة الصف العاشر بالمدرسة العليا 1 كوانتان موديك  
منطقة كوانتان سيغيغي

عنوان هذه الدراسة " هذه الدراسة هي الدراسة الا تباطية. هذه الدراسة ثلاث صيغ وهي كيف كان استيعاب الطلاب على الكلمات الأمرية، كيف كانت قدرة الطلاب على كتابة النصوص النهجية وهل هناك ارتباط مهم بينهما. هدفت هذه الدراسة إلى البحث عن الارتباط بين الاستيعاب على الكلمات الأمرية و القدرة على كتابة النصوص النهجية لطلبة الصف 1 يا 1 كوانتان موديك. وقد جرت هذه الدراسة بالمدرسة العليا 1 موديك منطقة كوانتان سيغيغي في التاريخ الثالث إلى التاريخ الثامن من يناير 2011.

الأفراد في هذه الدراسة 168 شخصا وعيانتها بقدر 31 .  
العينات هي طريقة عينات عشوائية متناسبة. وفي جمع البيانات استخدم الباحث الاختبار لكل متغير. وقبل الاختبار لاستيعاب الكلمات الأمرية. وقدم الباحث أيضا الاختبار للقدرة على كتابة النصوص النهجية. وفي تحليل البيانات، تحلل النتائج باستخدام الصيغة حيرسون فرودوك مومين من خلال البرنا 0. ومن نتائج تحليل البيانات

كانت نتيجة فيرسون فرودوك مومين ( ) هي 0.658 و مقارنة مع ر الحدول في المقياس 5  
1 في المائة ويكون  $0.361 < 0.658 < 0.456$  ويستنتب من هذا الحال أن الفرضية  
المعدومة مرفوضة و الفرضية البديلة مقبولة . والاستنتب الأخير أن هناك ارتباط مهم بين  
استيعاب الكلمات الأمرية و القدرة على كتابة النصوص النهجية لطلاب الصف العاشر  
بالمدرسة العليا 1 كوانتان موديك منطقة كوانتان سيغيغي. وأن استيعاب الطلاب في الكلمات  
الأمرية على المستوى كفاية وقدرتهم على كتابة النصوص النهجية على المستوى جيد جدا.  
والمعامل في هذا المطاق على المستوى جيد جدا وفي النهاية حث الباحث أن تركيز كتابة  
الكلمات النهجية ف استخدام الكلمات الأمرية كي تتركب الكلمات و الحصول عليها ومن  
استيعاب الطلاب العالي على الكلمات الأمرية يستعد بها الطلاب لتحسين قدرته  
الإنجليزية وبالخصوص مهارتهم في الكتابة.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Writing is a system of symbols which represent the sounds, syllables, and words of a language.<sup>1</sup> The writers can pour their ideas into writing, where their writing is a symbol of their ideas. They can express everything freely in writing. It is also supported by Chittravelu, et al. Writing is system interpersonal communication using visible signs or graphic symbols on a flat surface such a paper.<sup>2</sup>

Some people say that writing is not an easy work. Where, there are five aspects involve in writing performance, namely content, form, grammar, style, and mechanics.<sup>3</sup> Therefore not all people can write. On the other hand, some people more like to express and pour their ideas into writing than to speak up, because writing can be used as a tool to convey our intended meaning to others. It means writing is an essential form of communication.<sup>4</sup>

Teaching English as a foreign language in school puts four skills into English subject, namely speaking, listening, reading and writing. Writing is one

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hal, Inc., 1994) p. 347

<sup>2</sup> Chittravelu, Nesalamar, et al., *ELT Methodology Principles and Practice*. (Shah Fajar Bakti SDN. BHD: Malaysia, 1995) p.136

<sup>3</sup> Harris, Margaret and Max Colt Heart, *Language Processing in Children and Adult: An Introduction*.( London: Routledge & Kegan Poul,1986) pp. 68-69

<sup>4</sup> Arthur Hughey, Jane B., et al., *Teaching ESL Composition: Principles and Techniques*. (Rowley, Massachusetts: Newbury House Publishers, Inc., 1983) pp. 33-34

of the four skills that should be mastered by the senior high school and junior high school students. Based on school based-curriculum, the senior high school students are categorized into informational in literacy level. It means that the senior high school students should be able to access the knowledge with the medium of English language.

In the first year senior high school syllabus, the basic competency in writing is expressing the meaning and rhetorical steps accurately and fluently by using written language in daily life context in recount, narrative, and procedural text.<sup>5</sup> Writer focuses this research only on writing procedural text.

Procedural texts tell how to do something, this might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior. A procedural is usually organized to include the goal of the activity, any materials needed to achieve the goal, and steps to accomplish the goal. 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 on 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.<sup>6</sup> The use of imperative sentences determines the 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 an order.<sup>7</sup> In writing procedural text such as a recipe there are some directions that are used in

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<sup>5</sup> Tim Penyusun, *Silabus Kelas X Semester 1*, SMA 1 Kuantan Mudik 2009. (Unpublished:2009)

<sup>6</sup> Tim Penyusun, *English K-6 Modules*. (Sidney: Board Studies NSW, 1998) p. 45

<sup>7</sup> Azar, Betty Schramper, *Understanding and Using English Grammar*. (New Jersey: Prentice Hall Regents, 1998) p. 73

imperative sentence. The steps to accomplish something action can be done by using imperative sentence.<sup>8</sup> Therefore, imperative sentence is needed in procedural text.

SMAN 1 Kuantan Mudik is one of the senior high schools in Riau province that applies the school based-curriculum in English teaching and learning. The time allocation of English subject is 2 x 45 minutes a week. Automatically, the first year students study procedural text writing. If the students have learned procedural text writing, properly the target of this material will be achieved. But in the fact, there are some students who still have difficulties in writing procedural text. As a result, some of the students do not get standard criteria score (6.50). It is based on writer's preliminary study by asking one of the teachers of English in this school.

Based on the statement above, writer concludes that there are some problems faced by the students in writing procedural text. Those problems can be explained in these phenomena bellow:

1. Some of the students are not able to use the action verb
2. Some of the students are not able to use the precise vocabulary
3. Some of the students are not able to write the recipe effectively and efficiently
4. Some of the students write the procedural text monotonously
5. Some of the students write the procedural text without using the generic structure of this text.

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<sup>8</sup> Pardiyo, *Pasti Bisa Teaching Genre Based Speaking*. (Yogyakarta: ANDI, 2009) p.124

6. Some of the students sometimes are not able to use imperative sentence.

Considering the importance of writing procedural text in English for the first year students of senior high school, writer is interested in carrying out a research entitled: **“THE CORRELATION BETWEEN IMPERATIVE SENTENCE MASTERY AND PROCEDURAL TEXT WRITING ABILITY AT THE FIRST YEAR STUDENTS OF SMAN 1 KUANTAN MUDIK”**

## **B. Problem**

Based on the description above, it is clear that there are some students encountering problems in procedural text writing. There are many factors that influence the problem itself.

### **1. Identification of the Problem**

Based on the background and the phenomena in writing procedural text encountered by the students, the problems of this research are identified in the following identifications:

1. Why are not some of students able to use the action verb?
2. Why are not some of students able to use the precise vocabulary?
3. What factors make some of the students unable to write the recipe effectively and efficiently?
4. What factors make some of the students write the procedural text monotonously?

5. How is the students' ability in writing procedural text?
6. How is the students' ability in using generic structure in writing procedural text?
7. Why are some of the students are sometimes unable to use imperative sentence?

## **2. Limitation of the Problem**

Based on the identifications of the problems stated above, the problems of the research are limited to 1). Students' ability in writing procedural text, 2). Students' imperative sentence mastery.

## **3. Formulation of the Problem**

Since this research is focused on the imperative sentence mastery and the procedural text writing, therefore the writer formulates the problems discussed in following questions:

- 1). How is the students' imperative sentence mastery?
- 2). How is the students' procedural text writing ability?
- 3). Is there any significant correlation between the imperative sentence mastery and procedural text writing ability?

## **C. Reason of Choosing the Problem**

The writer is interested in conducting this research because of some reasons:

- 1) Mastering imperative sentence will help students to write procedural text.
- 2) This topic is not researched yet.

- 3) This study is related to the teaching and learning English as foreign language.

#### **D. Objectives and Significance of the Research**

##### **1. The Objectives of the Research**

- a. To know the correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik.
- b. To know the students' ability in writing procedural text.
- c. To know whether there is any significant correlation between imperative sentence mastery and procedural text writing ability.

##### **2. The Significance of the Research**

Hopefully, the findings of this research can give contributions to students, especially for those who study at the first year SMAN 1 Kuantan Mudik on how important their imperative sentence mastery is in relation to develop aspect of their procedural text writing ability.

#### **E. Definition of the Terms**

The terms that are involved in this research need some explanations to avoid misinterpretation and misunderstanding.

1. Correlation is a connection between two things in which one thing changes as the other does.<sup>9</sup> Based on Richards correlation is a measure of the strength of the relationship between two sets of data.<sup>10</sup> In this research, correlation is correlating the two variables- imperative sentence mastery and procedural text writing ability. X variable is imperative sentence mastery; it is also called as independent variable. The second is Y variable which is procedural text writing ability and it is also called as dependent variable.
2. Mastery is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success.<sup>11</sup> Mastery in this research refers to imperative sentence mastery.
3. Imperative sentence is a sentence which is the form of a command.<sup>12</sup> In this research, imperative sentence is the kind of sentence that form of command that is the generic feature of procedural text. It is used to give command or to make a request. An imperative sentence can be used to give directions and an order. So, imperative sentence has function in writing procedural text, such as a recipe.
4. Procedural text is the genre of explaining. It is a fundamental language function for understanding the world and how it operates.<sup>13</sup> A procedure is

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<sup>9</sup> Hornby, A S. *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press, 2000) p. 296

<sup>10</sup> Richards, Jack C., et al., *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited, 1992) p. 89

<sup>11</sup> Richards, Jack C., et al. p. 221

<sup>12</sup> Richards, Jack C., et al. p. 174

<sup>13</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: University of New South Wales Press Ltd, 2005) p. 125

usually organized to include the goal of the activity, any materials needed to achieve the goal, and steps to accomplish the goal. In this research, procedural text is the students' idea in written language about a kind of explaining text that explains the processes how to operate, to make, and to accomplish the goal.

5. Writing is an activity that can usefully be prepared or work in the other skills of listening, speaking and reading.<sup>14</sup> Writing ability is the ability of a person to express his or her idea, feeling or something to others by using written language. In this research, writing is the students ability in producing the procedural text as the written language.

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<sup>14</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) p. 113

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Writing

Theoretically, writing is a productive skill to express the ideas and feelings by using written language. It is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.<sup>15</sup> This preparation can make it possible for words that have been used receptively to come into productive use. Regarding with Kalayo writing is both process and product.<sup>16</sup> It has a special function in language, because the messages and ideas are delivered limitless place and time. So, the writers can express their ideas and reader can read the written language whenever and wherever.

Writing is not only about the ideas but also supported by the other aspects such as form, grammar, style, and mechanics. If the all aspects have been reached, the writing will be categorized into the good writing. Jacobs say that there are five components of writing.<sup>17</sup>

1. Content. The writers must have an ability to think creatively to develop their ideas. The content of writing should be

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<sup>15</sup> I. S. P. Nation. p. 113

<sup>16</sup> Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) p. 127

<sup>17</sup> Jacobs, L. Holly, et al., *Teaching ESL Composition: A Practical Approach*. (Massachusetts: Newbury House Publishers, 1981) p. 90

knowledgeable, substantive, through development of thesis, relevant to assigned topic.

2. Organization. The writers have fluent expression following the ideas, clearly stated or supported well relationship between paragraphs, logical and sequencing.
3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings.
4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

Even though speaking and writing are categorized into productive skill but it is not almost same. Writing has three distinct advantages over speaking:<sup>18</sup>

1. In writing, you can take it back. The spoken word, however, cannot be revised. Once you make a statement verbally, it affects your listeners in a particular way and you cannot “take it back” or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to the intended audience. Writing is a careful, thoughtful way of communicating.

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<sup>18</sup> Tim Penyusun, *Writing Skills Success in Twenty Minutes a Day: Third Edition*. (New York : Learning Express LLC, 2005) p. VIII

2. Writing forces you to clarify your thoughts. If you are having trouble writing, it is common because you are not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think.
3. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.

Writing is one of the language skills. In linguistics there are three aspects that cannot be separated in writing. They are phonological, grammatical, and semantic.<sup>19</sup> The mastery of writing is through mastering of grammar. Grammar is the skeleton of a text, the tendons that connect one to other.<sup>20</sup> With grammar the general and main facts about a text such as purpose, time, and place can be defined clearly. Halliday stated without a theory of a writing-that is grammar, there is no way of making explicit one's interpretation of the meaning of text.<sup>21</sup> We use language to represent our experience of the world. Grammar is a resource for organising this experience in language.<sup>22</sup>

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<sup>19</sup> Strok FC. and Widdowson, *Learning about Linguistics: An Introductory Book Workbook*. (Great Britain: Anchor Brendon Ltd, Tiptree, Essex, 1974) p.61

<sup>20</sup> Peter Newmark, *A Textbook of Translation*. (UK: Prentice Hall International) Ltd., 1988) p.125

<sup>21</sup> Bambang Kaswanti Purwo, *Kajian Serba Linguistic*. (Jakarta: PT. BPK Gunung Mulia, 2000) p.307

<sup>22</sup> Tim Penyusun, *Writing Skills Success in Twenty Minutes a Day: Third Edition*. p. 160

Regarding with the statements above, writer concludes that there is no a good writing without grammar.

To produce written language, it needs some technique to develop the writing skill. Langan in Syafi'i proposes four techniques that can be used to develop writing.<sup>23</sup>

1. Brainstorming, the ideas are generated by asking question for students by the teacher.
2. Free writing, asking the students to write free theme on writing.
3. Making list, this is aimed at generating details as much materials as possible to write.
4. Preparing a scratch outline, think the exact items that you want to support your writing.

In English K-6 modules there are some strategies in writing. They are beginning writing, spelling, and hand writing.<sup>24</sup>

1. Beginning writing

Approximants and inventions should be accepted and valued as signs of progress towards more conventional writing. Independent writing involves:

- a. Using invented and conventional letters in first and second languages
- b. Scribble and drawings

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<sup>23</sup> M. Syafi'i S., *From Paragraph to Research Proposal Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007) p.173

<sup>24</sup> English K-6 Modules, Pp. 26-28

- c. Characteristics of spoken language

## 2. Spelling

Spelling strategies that are needed to be taught in early include:

- a. Learning the sounds for the letters of the alphabet
- b. Recognizing sounds in words
- c. Matching sounds with sounds
- d. Matching sounds with pictures
- e. Using letters to represent first and find sounds in words
- f. Using resources to find correct spelling

## 3. Hand writing

Teachers should provide opportunities for students to:

- a. Develop large patterns related to the letter being practice
- b. Employ correct pencil grid and good picture
- c. Pay attention to sizes, shape, slope and spacing of letters

There are many fuctions of writing. Based on Grenville there are three pieces of writing:<sup>25</sup>

- a. Writing to entertain
- b. Writing to inform
- c. Writing to persuade

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<sup>25</sup> Kate Granville, *Writing From Start to Finish: a Six-Step Guide*. (Australia: Allen & Unwin, 2001) pp. 1-2

## 2. Procedural Text Writing

Procedural text is a kind of texts that function to tell to do something, such as instructions for how to carry out a task or play a game, direction for getting to a place, and rules of behavior, for example recipe. Syafi'i states a very common kind of process or procedure of explanation is when one describes how to do something or how something works.<sup>26</sup> Procedural instructions such as recipes and directions are concerned with telling someone how to do something.<sup>27</sup> For this reason, procedural texts generally begin with the goal of the task, which is usually stated as a heading; for example, 'How to Make a Sandwich' or 'Directions for Using the Class Computer'. Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand. Some texts may include comments at certain stages of the procedure. These three stages – goal, materials and sequence of steps.

### A. Generic structure of procedural text

- a. The goal of the activity
- b. Any materials needed to achieve the goal
- c. Step to accomplish the goal

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<sup>26</sup> M. Syafi'i, M. Fauzan and Jondri Kasdi, *The Effective Paragraph Developments: The Process of Writing For Classroom Setting*, (Pekanbaru:LBSI, 2007) p. 24

<sup>27</sup> Peter Knapp and Megan Watkins. p. 156

## B. Generic features of procedural text

- a. Procedures are a useful text type for ESL learners as the vocabulary is linked to highly contextualized experience.
- b. Students can use diagrams and their own observations and experiences in writing procedural text.
- c. The use of commands (i.e. the imperative form of the verb), e.g. *'Put'*, *'don't mix'*.
- d. The use of the action verbs, e.g. *'turn'*, *'pick up'*, *'don't run'*. Action verbs are used in instructions to represent the processes involved in completing a task; for example,  
*Cross Smith Street and turn right.*  
*Walk to the next cross street.*
- e. The use of precise vocabulary, e.g. *'whisk'*, *'lukewarm'*.
- f. The use of connectives to sequence the action in time, e.g. *'then'*, *'while'*. Temporal connectives are used in procedural instructions to ensure processes are placed in the correct order of time; for example,  
*First melt the butter, then add the flour.*
- g. The use of adverbials to express details of time and place, manner, and so on, e.g. *'for five' minutes'*, *'2 centimeters from the top'*, *'carefully'*.

C. The purpose of procedural text

Procedural texts tell how to do something. This might include instructions for how to carry out task or play a game, directions for getting to a place, and rules of behavior.

D. The example of procedural text

**Example 1**

**GOAL**

How to Make Pindang Rempah Cumi

Squid spiced with a special spice combination.

**MATERIALS**

Ingredients:

- 500 g fresh squid
- 2 tablespoons lime juice
- 4 shallots
- 3 cloves garlic
- 3 red chilies
- 1 teaspoon ground cumin
- 1 teaspoon ground pepper
- 1 teaspoon fried trassi
- 1 slice turmeric
- 2 tablespoons of cooking oil, for frying
- 1 slice ginger, bruised

- 1 slice of galangal, bruised
- 3 purut lime leaves
- 1 screw pine leaf
- 100 ml water
- 1 teaspoon salt, or to taste
- 2 tablespoon tamarind liquid
- 50 g kenari nuts

### **STEPS**

Preparations:

1. Pull off tentacles and any strange matter from the squid. Discard all the entrails of the body and peel off the membrane from the hood. Clean and coat with lime juice. Let stand for 15 minutes to marinate.
2. Make shallots, garlic, red chilies, ground coriander, ground cumin, ground pepper, trassi, and turmeric into a paste. Stir until aromatic. Add ginger, galangal, purut lime leaves, screw pine leaf and squid. Continue frying until squid changes color.
3. Pour in water and let come to a boil. Season with salt, tamarind liquid and kenari nuts. Continue cooking until done.

(Make 4 servings)

**Taken from** *Intensive- Learning English for Grade X Senior High School (SMA/ MA)*

**Example 2****How to Play Snakes and Ladders***What you need*

Snakes and Ladders board game

1 dice

2, 3, 4 players

Counters of different colours. 1 for each player

*How to Play*

- Put all counters on start.
- First person rolls the dice and moves his counter in counting order the number of places shown on the dice.
- Other players take their turns.
- If a counter lands on the bottom of a ladder, the player moves the counter to the top of that ladder.
- If a counter lands on a snake's head, the player moves the counter down to the bottom of that snake's tail.
- The winner is the first player to reach Finish

**Taken from,** *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*

During shared and guided reading, students should be made aware of the way in which instructions are organized (i.e. the different stages). Before students write their own procedures, it is useful to jointly construct a procedure, demonstrates how to write them clearly and precisely. This provides a good opportunity to point out how different aspects of grammar are involved in the writing of effective instructions.

a. Teaching points to consider

- 1) Make simple drawings of a procedure carried out in class (eg making jelly, milkshake). Jointly construct simple instructions to accompany the pictures. Distribute to the students as a jumbled text (keep picture and corresponding text together). Then sequence correctly
- 2) Use commercially produced texts of simple procedures as the basis for guided reading activities. Ensure illustrations are discussed, as many texts use simplified drawings that are difficult to identify without support.
- 3) Ask students to point to key words in familiar procedural text (e.g. seeds, cut, soil)

b. Learning experiences

- 1) Provide a number of procedures as models texts. Discuss their purpose and audience.
- 2) Have students consider who writes different types of procedural text
- 3) Ask questions relating to the function of each stage of a procedural text
- 4) Jointly construct a familiar procedure by drawing pictures.
- 5) Develop class lists of action verbs related to different types of procedural text
- 6) Ask students to handwrite.

### 3. Imperative Sentence Mastery

Imperative sentence is a kind of sentence that expresses an order.<sup>28</sup>

Imperative is also defined as a sentence which is in the form of a command.

When someone asks and request something like helping to other, it needs use the imperative sentence. Imperative sentence can be divided into three parts, command, prohibition, and request.<sup>29</sup>

#### 1. Command

One person orders another to do something. It can be preceded by please and using the verb-1.

E.g.:

a) Mix the eggs and sugar

b) Please turn on the mixer

#### 2. Prohibition is a negative command that is formed by adding the word don't. The formula: Don't + Verb-1.

E.g.:

a) Don't whisk quickly

b) Don't turn off the machine before 5 minutes

#### 3. Request

The sentence is started with auxiliary.

The formula: Auxiliary + S + Verb-1 + O/C

E.g.:

a) Do you mind to help me?

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<sup>28</sup> Hornby, p.679

<sup>29</sup> Pardiyo, *Pasti Bisa: Communicative Grammar for Easy Conversation*. (Yogyakarta: ANDI, 2006) pp.195-197

#### **4. The Correlation between Imperative Sentence Mastery and Procedural Text Writing**

As the definitions that have been explained before, procedural text is a kind of text that functions to tell to do something such as instructions for how to carry out a task or play a game, directions for getting to a place and rules of behavior. In writing procedural text, there is the generic structure that should be considered by the writers. They are goals, materials, and steps. It is not only considering the generic structure of the text but also the grammatical pattern of the text. It is the use of command. A command is an imperative statement. An explanation that does not involve a process or procedure can be written in the simple present active tense in the imperative mood.<sup>30</sup> Imperative sentence is a sentence which is in the form of a command. In procedural text writing the use of action verb is verb-1, *e.g. put, mix, take, and etc.* The use of action verb is in command form. It demands students to master the imperative sentence.

Writing needs content and language controls such a grammar. Meaning that in writing procedural text should be close to grammar, it is imperative sentence mastery. Hammond in Bambang demonstrated that an analysis of the generic structure of children's writing can provide valuable insight into what makes good and poor writing.<sup>31</sup> Therefore, the imperative sentence mastery will affect procedural text writing.

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<sup>30</sup> M. Syafi'i, M. Fauzan and Jondri Kasdi, p. 27

<sup>31</sup> Bambang Kaswanti Purwo, p. 307

## **B. Operational Concept**

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operates in abstract from the research planning which is easy to measure. It means that operational concept is needed to avoid misinterpreting about the thesis content by other readers. So, the main technical terms of the special sense that exist are necessarily operated in this research.

Regarding with the statement above, writer concludes that there are some factors that are needed to be operated in the operational concept. There are two variables in this research. They are variable X, which is imperative sentence mastery and variable Y which is procedural text writing ability.

### **a The indicators of imperative sentence mastery**

1. The students can use the action verb (verb-1)
2. The students can use the precise vocabulary
3. The students can use the three kinds of imperative sentence
4. The students can write imperative sentences
5. The students can use imperative sentence

### **b The indicators of procedural text writing**

1. The students can write procedural text
2. The students can know and use the generic structure of procedural text
3. The students can use the precise vocabulary in writing procedural text
4. The students can identify the kinds of procedural texts writing.

### C. Relevant Research

In fact there are some relevant researches, which have relevancy in this research. The first title is “The Contribution of Grammar and Vocabulary Mastery toward Writing Ability of the Third Year Students at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau”. It was written by Syaripah Aini (2005).<sup>32</sup> The design of the research was correlational study. The researcher used regression linear in analyzing the data by using SPSS 16.0 version. From this research, there was a significant effect between grammar and vocabulary mastery toward the writing ability. It can be seen from the coefficient correlation between grammar mastery and writing ability that is 0.456.

The second research entitled “A Correlation between the Second Year Students’ Tenses Mastery and Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar”.<sup>33</sup> It was written by Marida (2010). In this research the writer focused on the tenses mastery and narrative paragraph writing ability and obtained whether there is or no significant correlation between tenses mastery and narrative paragraph writing. In analyzing the data, she used SPSS version 16.0. In her research, hypothesis null was accepted because the score of correlation coefficient obtained (0.276) was smaller than the value at both significance level 5% (0.304) and 1% (0.393). Meaning that, there is no correlation

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<sup>32</sup> Syarifah Aini, The Contribution of Grammar and Vocabulary Mastery toward Writing Ability of the Third Year Students at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. (Pekanbaru: Unpublished, 2005)

<sup>33</sup> Marida, A Correlation Between the Second Year Students’ Tenses Mastery and Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar. (Pekanbaru: Unpublished, 2010)

between students' tenses mastery and students' ability in writing narrative paragraph.

Both of relevant researches contribute to the writer's research. From both, the writer gets much information to conduct the research where from the first research; it can be understood that the grammar mastery can give contribution to writing ability. It means that the imperative sentence mastery that one of grammar study can be correlated with procedural text writing. In the second research, the writer gets information that the correlational study always gives the new information about research. It can be seen from the research finding from second researcher that she did not find the correlation between grammar mastery and writing ability in narrative paragraph, even though in the theory, grammar is one of assessment to measure the writing.

Actually, this research is different from those researches because both topics are still general. In this research, the writer limits it into imperative sentence mastery and procedural text writing. Therefore, the writer is interested to discuss topic about correlation between imperative sentence mastery and procedural text writing.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

The assumption of this research as follows:

- a. The students' imperative sentence mastery is varied
- b. The students' ability is different in procedural text writing

## **2. The Hypothesis**

Ho: There is no significant correlation between imperative sentence mastery and procedural text ability at the first year students of SMAN 1 Kuantan Mudik.

Ha: There is a significant correlation between imperative sentence mastery and procedural text ability at the first year students of SMAN 1 Kuantan Mudik.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design used in this research is correlational research. Correlational research is designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher.<sup>33</sup> 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.<sup>34</sup>

It is necessary to clarify briefly the variables used in analysis the problem. Actually, there are two variables, there is X variable which is the imperative sentence mastery. The second is Y variable, which is the writing procedural text.

#### B. The Location and Time of the Research

This research was conducted at SMAN 1 Kuantan Mudik that located at Sudirman street No. 055 in Kuantan Mudik Sub District of Kuantan Singingi Regency and the data were taken from January 03-18, 2011.

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<sup>33</sup> James Dean Brown, *Understanding Research in Second Language learning*, (America: Cambridge University Press, 1988) p. 126

<sup>34</sup> John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Third Edition, (New Jersey: Pearson Merrill Prentice Hall, 2008) p. 356

### **C. The Subject and Object of the Research**

The subject of this research is the first year students of SMAN 1 Kuantan Mudik, while the object is the imperative sentence mastery and the procedural text writing ability.

### **D. The Population and Sample of the Research**

The population of this research is the first year students of SMAN 1 Kuantan Mudik. They are 168 students. They consist of 5 classes. Gay states that the sample for a correlational study is selected using acceptable sampling method, and 30 participants are generally considered to be a minimally acceptable sample size. There however some factors that influence the size of sample. The higher the validity and reliability of the variables to be corrected, the smaller the sample can be, but not less than 30.<sup>35</sup> Because the minimal sample in correlational research is 30 participants, Writer took 31 students to be the sample because of the limitedness of fund, time and energy by using proportional random sampling. Suharsimi Arikunto stated that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take 10-15% and 20-25% of the population.<sup>36</sup>

To know and make clearer the population and sample of this research, the table bellow is the condition of Students' of SMAN 1 Kuantan Mudik.

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<sup>35</sup> L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application: Sixth Edition*. (New Jersey: Von Hoffmann Prentice Hall. Inc, 2000) p.

<sup>36</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006) p. 112

**Table 1**  
**The Population and Sample of the First Year Students of SMAN 1**  
**Kuantan Mudik**

No.	Class	Students	Sample
1.	1 <sup>1</sup>	28 students	5 students
2.	1 <sup>2</sup>	36 students	7 students
3.	1 <sup>3</sup>	34 students	6 students
4.	1 <sup>4</sup>	35 students	6 students
5.	1 <sup>5</sup>	35 students	7 students
6.	TOTAL	158 students	31 students

Taken from: Data Keadaan Siswa SMAN 1 Kuantan Mudik 2011

### E. The Technique of Data Collection

The technique of data collection is test. Test is some questions or exercises and instrument to measure skill, knowledge, intelligence, and ability of individual and group.<sup>37</sup> The two variables in this research are categorized into ability, and test is the appropriate technique for this research. It is used to determine the students' imperative sentence mastery and the procedural text writing. The test consists of two types:

1. The test of imperative sentence mastery consists of two kinds of question, Multiple-choice items have ten questions and fill items have ten questions. The test is dealing with the imperative sentence.
2. The test of writing ability of procedural text. It was provided 2 kinds of procedural text and 30 minutes to writing.

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<sup>37</sup> Suharsimi Arikunto, p. 150

## F. The Technique of Data Analysis

To analyze the students' imperative sentence mastery and the students' ability in writing procedural text, the writer used graduated standard of English lesson in SMAN 1 Kuantan Mudik that is 65 for students' ability in English subject. For those who get score < 65, they do not pass graduated standard (SKL), and who get score ≥ 65, they pass the graduated standard.

The data were analyzed statistically. They were analyzed by using product moment correlation coefficient formula through using SPSS 16.0. The product moment correlation coefficient is obtained by considering the degree of freedom (df)=N-nr; (N= number of sample, nr= number of variable). In analyzing the data, the writer used score of each variable and to know the scores' category of students' imperative sentence mastery is based on the table below.

**Table 2**  
**The Scores' Categories of Students' Imperative Sentence Mastery**

No.	The Score Level	Level of Ability
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Enough
4.	46-5	Less
5	0-45	Fail

To describe the students' answer in imperative sentence mastery test, the data were analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

Then, to interpret the level score of students' procedural text writing ability is based on the table below:

The students' ability in writing procedural text can be measured by using ESL Composition Profile.<sup>38</sup>

### 1. Content

**Table 3**  
**CONTENT**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
30-27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
25-22	Good to average	Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
16-13	Very poor	Does not show the knowledge of subject, no substantive, not pertinent, not enough to evaluate

### 2. Organization

**Table 4**  
**ORGANIZATION**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
17-14	Very good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7	Very poor	Does not communicate, no organization, not enough to evaluate

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<sup>38</sup> Arthur Hughey, Jane B., et al., *Teaching ESL Composition: Principles and Techniques*. (Rowley, Massachusetts: Newbury House Publishers, Inc., 1983)

## 3. Vocabulary

**Table 5**  
**VOCABULARY**

Score	Level	Criteria
20-18	Excellent to very good	Sophisticated, effective range, range word/ idiom, choice and usage, word form mastery, appropriate register
17-14	Good to average	Adequate range, occasional errors of word/ idiom form, usage but <i>meaning not obscured</i>
13-10	Fair to good	Limited range, frequent errors of words/ idiom form, choice, usage, <i>meaning confused or obscured</i>
9-7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate

## 4. Language use

**Table 6**  
**LANGUAGE USE**

Score	Level	Criteria
20-18	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order/ functions, articles, pronouns, preparations
17-14	Very good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order functions, articles, pronouns, prepositions but <i>meaning never obscured</i>
13-10	Fair to poor	Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word/ order/ functions, articles, pronouns, prepositions and or fragments, deletions, <i>meaning confused or obscured</i>
9-7	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate

## 5. Mechanics

**Table 7**  
**MECHANICS**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
10	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
7	Very good to average	Occasional errors of spelling, capitalization, paragraphing, but meaning not obscured
4	Fair to poor	Frequent errors of spelling, capitalization, punctuation, paragraphing, poor handwriting, meaning confused not obscured
2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.

Based on the ESL Composition Profile above, there are five aspects to measure writing ability namely content, organization, vocabulary, language use, and mechanism. So, the specification of the test can be based on the following table.

**Table 8**  
**THE SPECIFICATION OF TEST**

<b>No</b>	<b>Writing skill</b>	<b>The highest score</b>
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	20
5	Mechanism	10
	Total	100

### G. The Reliability and the Validity of the Test

According to brown, reliability has to do with accuracy of measurement.<sup>39</sup> This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. It means the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability, the mean and the standard deviation of the test must be known. Validity generally refers to appropriateness of a given test or any of its component parts as measure of what it is intended to measure. It means that the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability are related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used the following formula:<sup>40</sup>

$$r \text{ total test} = \frac{(K)(SD)^2 - \bar{X}(K - \bar{X})}{(SD)^2(K-1)}$$

r = The reliability

K = The number of items in the test

SD = Standard deviation of the scores

$\bar{X}$  = The mean score of the test

X = The standard deviation of the test

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<sup>39</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) Pp. 19-27

<sup>40</sup> L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application Sixth Edition*, p. 174

The categories of reliability test are as follows:<sup>41</sup>

**0.0-0.20** = Reliability is low

**0.21-0.40** = Reliability is sufficient

**0.41-0.70** = Reliability is high

**0.71-1.0** = Reliability is very high

The writer used content validity in this research to measure the students' imperative sentence mastery and their ability in writing procedural text. The test instrument was used in which questions were based on categories studied in writing at the first year students of SMAN 1 Kuantan Mudik.

Based on the formula above, the test reliability of imperative sentence can be seen as follows:

$$\begin{aligned}
 r \text{ total test} &= \frac{(K)(SD)^2 - \bar{X}(K - \bar{X})}{(SD)^2(K-1)} \\
 r \text{ total test} &= \frac{(20).(15.55)^2 - (64.20)(20-64.20)}{(15.55)^2.(20-1)} \\
 &= \frac{(4836.05) - (54.20)(-442)}{(241.8).(19)} \\
 &= \frac{4836.05 - (-28376.4)}{45942} \\
 &= \frac{33212.45}{45942} \\
 &= 0.72 \text{ (Reliability is very high)}
 \end{aligned}$$

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<sup>41</sup> J. B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988) p. 164

Based on the formula above the test of imperative sentence mastery is reliable because the result of test reliability of imperative sentence is categorized into very high level.

For variable Y (procedural text writing ability), the writer used inter rater reliability because the test of procedural text writing was rated by two raters. Inter judge reliability can be obtained by having two or more judge independently score the tests and then compare the scores each judge gave to each test taker. Meaning that, both of raters' score can be correlated.

## CHAPTER IV

### THE DATA PRESENTATION AND DATA ANALYSIS

#### A. DATA PRESENTATION

##### 1. The Description of Research Variable

This research consists of two variables which are independent variable, imperative sentence mastery (X), and dependent variable, procedural text writing ability (Y). The data were obtained on both variables by using test, which consists of two tests.

###### a. Imperative sentence mastery test

The test of students' imperative sentence mastery consists of 20 questions. There are two kinds of question, multiple-choice items and fill items. There are 10 questions on every kind of this test.

###### b. Procedural text writing test

The test of procedural text writing consists of two kinds of procedural text, make a recipe and operate something.

The data of the research were the test score of the students' imperative sentence mastery and the test score of the students' procedural text writing ability. The data were collected through the following procedures:

1. The writer gave try out for 31 students to know the item difficulties of the test.
2. There are 20 questions of imperative sentence that is given to 31 students.

3. The test of procedural text writing was written in the blank sheets
4. The test of procedural text writing was evaluated by 2 raters.

## 2. Data Presentation of the Students' Imperative Sentence Mastery

Actually there are five categories of score in this research, The table below shows the students' scores of imperative sentence mastery and the category of the score itself. The data about students' imperative sentence mastery can be seen in the following table:

**Table 9**  
**Students' Score of Imperative Sentence Mastery**

<b>STUDENTS</b>	<b>SCORE</b>	<b>CATEGORY</b>	<b>STUDENTS</b>	<b>SCORE</b>	<b>CATEGORY</b>
Student 1	75	Good	Student 17	80	Very good
Student 2	70	Good	Student 18	80	Very good
Student 3	55	Less	Student 19	60	Enough
Student 4	55	Less	Student 20	60	Enough
Student 5	70	Good	Student 21	65	Enough
Student 6	65	Enough	Student 22	50	Less
Student 7	70	Good	Student 23	65	Enough
Student 8	65	Enough	Student 24	75	Good
Student 9	35	Fail	Student 25	75	Good
Student 10	60	Enough	Student 26	70	Good
Student 11	70	Good	Student 27	60	Enough
Student 12	70	Good	Student 28	75	Good
Student 13	75	Good	Student 29	70	Good
Student 14	65	Enough	Student 30	50	Less
Student 15	30	Fail	Student 31	60	Enough
Student 16	65	Enough			

Based on the table above, the frequency of score category can be seen.

To know the category percentage of the students' imperative sentence mastery.

It can be seen in the following table.

**Table 10**  
**The Category Percentage of the Students' Score of Imperative Sentence Mastery**

No	Category	Frequency	Percentage
1	Very good	2	6.5%
2	Good	12	38.6%
3	Enough	11	35.5%
4	Less	4	12.9%
5	Fail	2	6.5%
	Total	31	100%

From the table above, it can be seen that there are 5 categories of the students' imperative sentence mastery-test score. The frequency of the students who got very good category was 2 students, the students who got good category was 12 students, the students who got enough category was 11 students, the students who got less category was 4 students, and the students who got fail category was 2 students. It can be concluded that good category has the biggest frequency.

Besides the classification above, the writer tried to find out the distribution of the students' frequency of imperative sentence mastery score by using descriptive statistic through 16.0 version. It can be seen in the following table:

**Table 11**  
**The Distributon of Frequency of the Students' Imperative Sentence**  
**Mastery-Test Score**

Score	Frequency	Percentage (%)
30	1	3.2%
35	1	3.2%
50	2	6.5%
55	2	6.5%
60	5	16%
65	6	19.4%
70	7	22.6%
75	5	16.1%
80	2	6.5%
Total	31	100%

Based on the table above, it can be seen that there is 1 student (3.2%) who got score 30, 1 student (3.2%) got score 35, 2 students (6.5%) got score 50, 2 students (6.5%) got score 55, 5 students (16%) got score 60, 6 students (19.4%) got score 65, 7 students (22.6%) got score 70, 5 students (16.1%) got score 75, 2 students (6.5%) got score 80. The total frequency is 31. It can be concluded that score 70 has the biggest frequency.

### **3. Data Presentation of the Students' Procedural Text Writing Ability**

Generally there are two raters who score the procedural text writing. The following table is the description of the students' procedural text writing ability score.

**Table 12**  
**Students' Score in Procedural Text Writing Ability**

Student	Score			Student	Score		
	Rater 1	Rater 2	Final score		Rater 1	Rater 2	Final score
1	80	73	76.5	17	70	72	71
2	70	82	76	18	70	80	75
3	67	68	67.5	19	70	72	71
4	56	64	60	20	70	75	72.5
5	71	74	72.5	21	62	69	65.5
6	75	73	74	22	56	64	60
7	84	67	75.5	23	63	65	72.5
8	78	77	77.5	24	75	81	78
9	65	55	60	25	83	82	78.5
10	62	77	69.5	26	72	80	73.5
11	65	69	67	27	76	77	72
12	54	69	61.5	28	68	70	68.5
13	62	71	66.5	29	71	73	68.5
14	70	74	72	30	67	70	68.5
15	50	58	54	31	75	77	76
16	70	81	75.5				

To determine the final score, the writer used the following formula:

$$\text{Final score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

To make clearer about the distribution frequency of the students' procedural text writing ability, it can be seen in the following table:

**Table 13**  
**The Distribution of Frequency of the Students' Procedural Text Writing Ability**

Score	Frequency	Percentage (100%)
54	1	3.2
60	3	9.7
61.5	1	3.2
65.5	1	3.2
66.5	1	3.2
67	1	3.2
67.5	1	3.2
68.5	3	9.7
69.5	1	3.2
71	2	6.5
72	2	6.5
72.5	3	9.7
73.5	1	3.2
74	1	3.2
75	1	3.2
75.5	2	6.5
76	2	6.5
76.5	1	3.2
77.5	1	3.2
78	1	3.2
78.5	1	3.2
Total	31	100 %

Based on the table above, it can be seen that there was 1 (3.2%) student who got score 54, 3 students (9.7%) got score 60, 1 student (3.2%) got score 61.5, 1 student (3.2%) got score 65.5, 1 student (3.2%) got score 66.5

(3.2 %), 1 student got (3.2%) score 67, 1 student (3.2%) got score 67.5, 3 students (9.7%) got score 68.5, 1 student (3.2%) got score 69.5, 2 students (6.5%) got score 71, 2 students (6.5%) got score 72, 3 students (9.7%) got score 72.5, 1 student (3.2%) got score 73.5, 1 student (3.2%) got score 74, 1 student (3.2%) got score 75, 2 students (6.5%) got score 75.5, 2 students (6.5%) got score 76, 1 student (3.2%) got score 76.5, 1 student (3.2%) got score 77.5, 1 student (3.2%) got score 78, 1 student (3.2%) got score 78.5. The total frequency was 31.

## **B. DATA ANALYSIS**

The data analysis presented the statistical result followed by the discussion about The Correlation between Imperative Sentence Mastery and Procedural Text Writing Ability at the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency. In analyzing data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

### **1. Data Analysis of Imperative Sentence Mastery**

The data of the students' imperative sentence mastery were obtained from the result of their imperative sentence mastery test. The data can be described as follows:

**Table 14**  
**The Score of the Students' Imperative Sentence Mastery**

Score (x)	Frequency (f)	Fx	Graduated Standard
30	1	30	No pass
35	1	35	No pass
50	2	100	No pass
55	2	110	No pass
60	5	300	No Pass
65	6	150	Pass
70	7	490	Pass
75	5	375	Pass
80	2	160	Pass
Total	31	1750	

Based on the data above, there were 11 students who did not pass the graduated standard (SKL), or the score was < 65 while there were 20 students who passed the graduated standard (SKL), or the score was ≥ 65.

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= \frac{11}{31} \times 100\%$$

$$= 35.5 \%$$

The percentage of students who pass the graduate standard (SKL) as follows:

$$= \frac{20}{31} \times 100\%$$

$$= 64.5 \%$$

From the result, the percentage of student who passed the graduated standard is 64.5% and the percentage of student who did not pass the graduated

standard is 35.5%. So, the result is the percentage of student who passed the graduated standard is bigger than the percentage of student who did not pass the graduated standard

Besides, it can also be seen that the total frequency is 31 and the total scores is 1750, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

**Table 15**

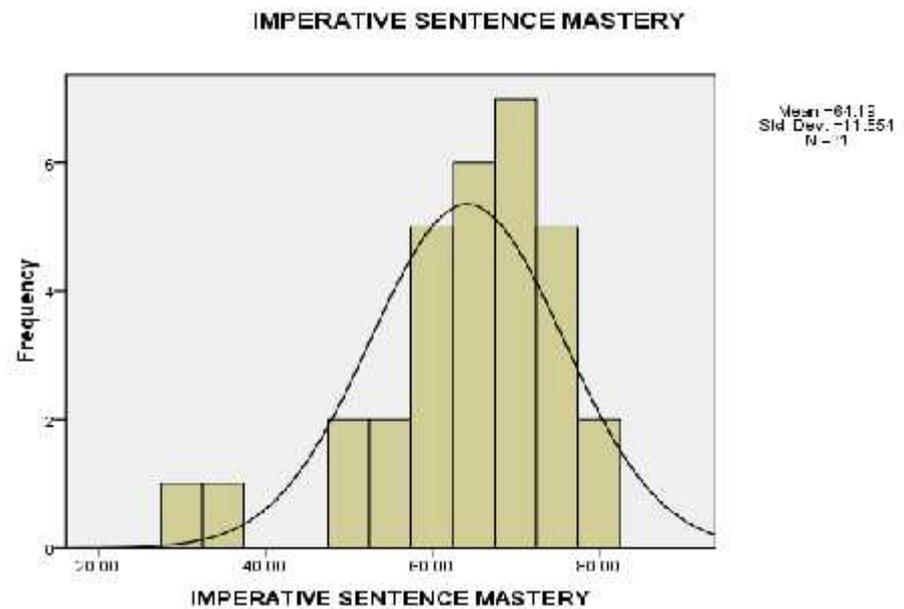
**Mean and Standard Deviation Score of Imperative Sentence Mastery**

<b>Mean</b>	<b>64.1935</b>
<b>Standard deviation</b>	<b>11.55399</b>

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. Meaning that, the scores obtained are normal.

The chart bellow is the frequency of the students' imperative sentence mastery.

**Chart 1**  
**The Frequency of the Students' Imperative Sentence Mastery**



From the histogram, it can be analyzed that the histogram is almost normal even though there are some scores over the curve.

## 2. Data Analysis of Procedural Text Writing Ability

The data of the students' procedural text writing ability were obtained from the result of their Procedural Text Writing Ability test. The data can be described as follows:

**Table 16**  
**The Score of the Students' Procedural Text Writing Ability**

Score	Frequency	Fx	Graduated score
54	1	54	No pass
60	3	180	No pass
61.5	1	61.5	No pass
65.5	1	65.5	pass
66.5	1	66.5	pass
67	1	67	pass
67.5	1	67.5	pass
68.5	3	205.5	Pass
69.5	1	69.5	Pass
71	2	142	Pass
72	2	144	Pass
72.5	3	217.5	Pass
73.5	1	73.5	Pass
74	1	74	Pass
75	1	75	Pass
75.5	2	151	Pass
76	2	152	Pass
76.5	1	76.5	Pass
77.5	1	77.5	Pass
78	1	78	Pass
78.5	1	78.5	Pass
Total	31	2176.5	

Based on the data above, there were 5 students who did not pass the graduated standard (SKL), or the score was  $< 65$  while there were 26 students who passed the graduated standard (SKL), or the score was  $\geq 65$ .

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= \frac{5}{31} \times 100\%$$

$$= 16\%$$

The percentage of students who pass the graduate standard (SKL) as follows:

$$= \frac{26}{31} \times 100\%$$

$$= 84 \%$$

Besides, it can also be seen that the total frequency is 31 and the total scores is 2176.5, so that Mean (M<sub>x</sub>) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

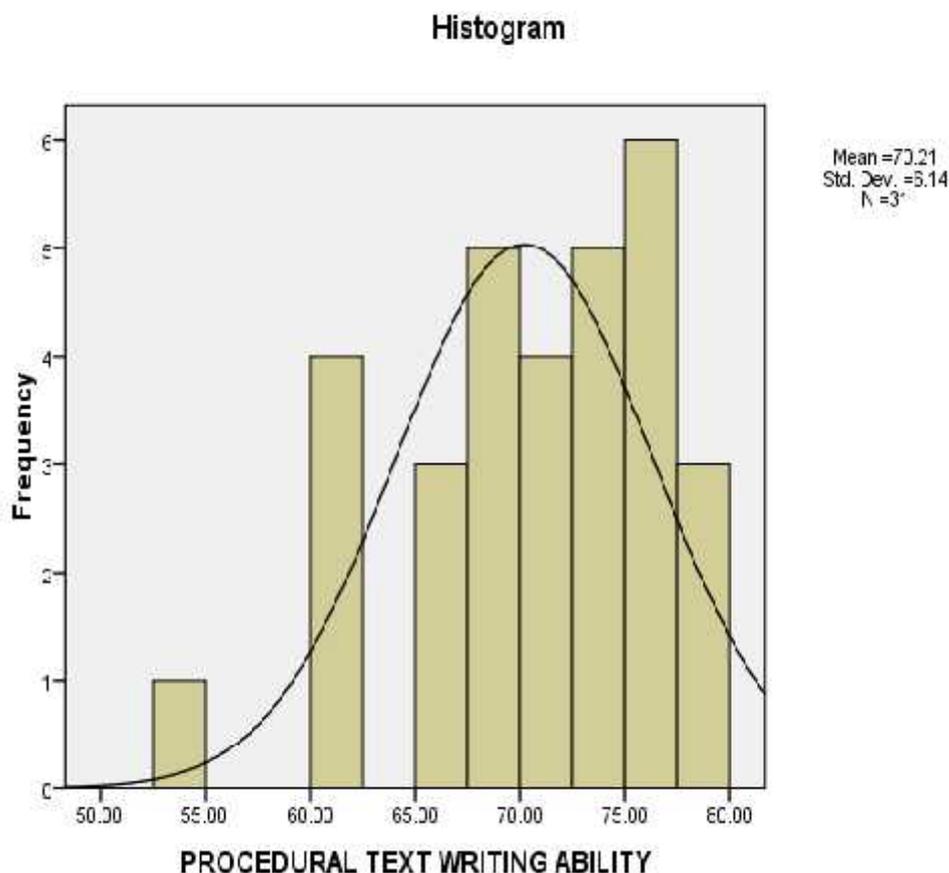
**Table 17**  
**Mean and Standard Deviation Score of Procedural Text Writing**

<b>Mean</b>	<b>70.2097</b>
<b>Standard deviation</b>	<b>6.13973</b>

From the table above, the distance between Mean (M<sub>x</sub>) and Standard Deviation ( $\delta$ ) is too far. Meaning that, the scores obtained are normal.

The chart below is the frequency of students' procedural text writing.

**Chart 2**  
**The Frequency of the Students' Procedural Text Writing Ability**



From the histogram, it can be analyzed that the histogram is almost normal even though there are some scores over the curve.

### **3. Data Analysis on Correlation Between Imperative Sentence Mastery and Procedural Text Writing Ability**

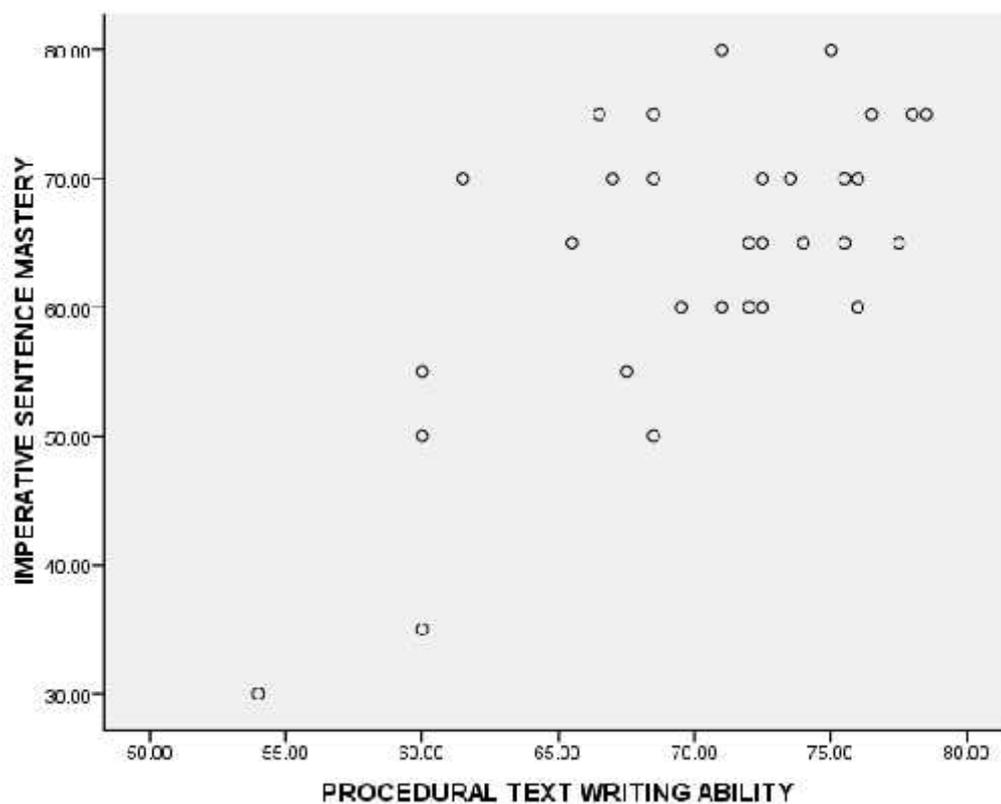
The data on the students' imperative sentence mastery and procedural text writing ability can be seen in the following table.

**Table 18**  
**The Result of Variable X and Y**

<b>SCORE</b>					
<b>STUDENT</b>	<b>Imperative Sentence Mastery</b>	<b>Procedural Text Writing</b>	<b>STUDENT</b>	<b>Imperative Sentence Mastery</b>	<b>Procedural Text Writing</b>
Student 1	75	76.5	Student 17	80	71
Student 2	70	76	Student 18	80	75
Student 3	55	67.5	Student 19	60	71
Student 4	55	60	Student 20	60	72.5
Student 5	70	72.5	Student 21	65	65.5
Student 6	65	74	Student 22	50	60
Student 7	70	75.5	Student 23	65	72.5
Student 8	65	77.5	Student 24	75	78
Student 9	35	60	Student 25	75	78.5
Student 10	60	69.5	Student 26	70	73.5
Student 11	70	67	Student 27	60	72
Student 12	70	61.5	Student 28	75	68.5
Student 13	75	66.5	Student 29	70	68.5
Student 14	65	72	Student 30	50	68.5
Student 15	30	54	Student 31	60	76
Student 16	65	75.5			

Based on the table above, it can be made the chart of procedural text writing and imperative sentence mastery score. The chart is below:

**Chart 3**  
**Scatter Plot**



From the chart, it can be seen that the relationship between both of scores' variables is not far, because the both scores make diagonal line.

From the table and the chart above, it is necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table.

**Table 19**  
**Descriptive Statistics**

<b>Variable</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
<b>X</b>	64.1935	11.55399	31
<b>Y</b>	70.2097	6.13973	31

Based on the table above, it can be seen that Mean (Mx) and Standard Deviation ( $\delta$ ) of variable (X) or The Imperative Sentence Mastery are (64.1935 and 11.55399), while the Mean (Mx) and Standard Deviation of variable (Y) or The Procedural Text Writing Ability are (70.2097 and 6.13973). The following table will describe The Correlation between the Two Variables in this research.

**Table 20**  
**Correlations**

		<b>IMPERATIVE SENTENCE MASTERY</b>	<b>PROCEDURAL TEXT WRITING ABILITY</b>
<b>IMPERATIVE SENTENCE MASTERY</b>	Pearson Correlation	1	.658**
	Sig. (2-tailed)		.000
	N	31	31
<b>PROCEDURAL TEXT WRITING ABILITY</b>	Pearson Correlation	.658**	1
	Sig. (2-tailed)	.000	
	N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table above, it can be seen that r null is 0.658 and df is 29. The r null obtained is compared to r table either at 5% or 1%. At level 5%, r table is (0.361) and at level 1%, r table is (0.456). Based on r table, it can be analyzed that r null is higher than r table either at level 5% or 1%. In other words, we can

read ( $0.361 < 0.658 > 0.456$ ). So that, the writer can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between X and Y (imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency). In other words, the highest students' imperative sentence mastery is, the highest students' procedural text writing ability. To measure the strength of the relationship both of variables, it needs to calculate the coefficient of determination, squaring the value of Pearson Product Moment ( $r=0.658$ )  $r^2=0.43$ (or 43%). This means that 43% of the variability in procedural text writing ability can be determined or explained by imperative sentence mastery. We can say that students' imperative sentence mastery explains 43% of student's procedural text writing ability. Cohen and Manion in Creswell stated that when the correlations fall into in the range (0.66-0.85), good prediction can result from one variable to the other. Coefficients in this range would be considered very good.<sup>42</sup>

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<sup>42</sup> John W. Creswell. p. 365

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis explained in the chapter IV, the research about The Correlation between Imperative Sentence Mastery and Procedural Text Writing Ability at the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency finally comes to the conclusion as follows:

1. The imperative sentence mastery is categorized into enough level. It based on the mean of the students' imperative sentence mastery score that is 64.1935.
2. The procedural text writing ability is categorized into very good level. It is based on the mean of the students' procedural text writing ability score that is 70.2097.
3. From the analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version, it can be seen that  $r_a$  is 0.658. It is higher than  $r$  table either at level 5 %=(0.361) or 1 %=(0.456) or  $(0.361 < 0.658 > 0.456)$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency.

## **B. Suggestion**

Based on the research findings, the writer would like to give some suggestions, especially for the teacher of English, the students who study at first grade and the Headmaster.

From the conclusion of the research, it is known that there is a significant correlation between imperative sentence mastery and procedural text writing. Because of that, knowing about the use of imperative sentence will help the students in writing procedural text, especially in improving the generic structure mastery in procedural text for example in giving direction.

The suggestions are as follows:

1. For the teacher
  - a. The writing procedural text should be focused on using imperative sentence in order that the generic structure and generic feature of text can be achieved
  - b. By mastering imperative sentence, the students in literacy level can prepare themselves to increase their ability in English lesson especially in writing skill.
  - c. Make the student master in imperative sentence because command (imperative sentence) is not only used in writing ability but also used in daily life context

- d. Make writing as habitual activities for the students in school.
  - e. The teacher should be able how to choose the strategies that make students interested in learning English.
2. The Head master
- a. Provide the facilities to study English such as language labor in order that the students love English lesson
  - b. Develop the students' skill in writing by providing the media to write.

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## APPENDIX 7

### SCORE OF STUDENTS' IMPERATIVE SENTENCE MASTERY

NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
1	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	75
2	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	70
3	0	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	55
4	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	55
5	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	70
6	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	65
7	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	70
8	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	1	0	1	1	1	65
9	0	0	1	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	35
10	0	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	60
11	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	70
12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	70
13	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	75
14	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	65
15	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	30
16	1	1	1	0	1	1	1	0	0	0	0	1	0	1	1	0	1	1	1	1	65
17	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	80
18	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	80
19	0	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	60
20	0	0	0	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	60
21	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	65
22	0	0	1	1	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1	1	50
23	1	1	1	0	1	1	1	0	0	0	0	1	1	1	1	1	0	1	1	1	65
24	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	1	75
25	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	75
26	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	70
27	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	60
28	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	75
29	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	70
30	0	0	1	1	0	0	0	1	1	0	0	1	0	0	1	0	1	1	1	1	50
31	0	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	60

## APPENDIX 6

ITEM DIFFICULTIES OF IMPERATIVE SENTENCE MASTERY TEST

N Q	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	26	27	28	29	30	31	R	FV	R/ A	
1	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	15	0.5	A	
2	0	0	0	1	0	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	16	0.5	A	
3	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	7	0.2	R	
4	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	15	0.5	A	
5	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	1	20	0.6	A	
6	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	19	0.6	A		
7	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	4	0.1	R	
8	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	1	19	0.6	A	
9	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	1	0	1	0	0	0	1	10	0.3	A		
10	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	1	0	1	1	11	0.3	A		
11	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	12	0.4	A	
12	1	0	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	15	0.5	A
13	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	14	0.5	A	
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	0.1	R	
15	1	0	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20	0.6	A	
16	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	21	0.6	A	
17	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	19	0.6	A		
18	1	0	1	0	1	0	1	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20	0.6	A	
19	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	1	13	0.4	A	
20	1	1	0	1	0	0	0	1	1	0	1	0	1	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	13	0.4	A	
21	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	14	0.5	A		
22	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	16	0.5	A	
23	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	25	0.9	R	
24	0	0	0	1	0	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	51	0.5	A	
TOTAL	16	13	12	14	11	11	12	14	9	9	16	14	11	10	9	13	13	14	11	15	15	11	11	18	14	14	13	13	10	13	15				

Item difficulties scale:  
0.3 < ACC < 0.7

FV =  $\frac{R}{N}$

N (JB. Heaton. 1991:179)

FV = Index of Difficulty (Facility Value)

R = The Number of Correct Answer

N = Students

Based on the table above, it can be seen that there are four items rejected. They are items no 3, 5, 12, 20.





C. Don't you shut the door?

D. Shut the door won't you

9. 1. Hang up your coat on the rack

2. Wait outside

3. Don't put your feet up on the table

4. Be quiet, please. The baby is sleeping

Choose the true imperative.

A. 2, 3, and 4

B. 1, 2, and 3

C. 1 and 2

D. 1, 2, 3, and 4

10. Your guests have arrived. You want them to sit down.

Choose the use of true imperative sentence.

A. Won't you to sit down

B. Don't sit down

C. Sitting down

D. Sit down please

11. You are at a restaurant. You want some more coffee.

Choose the use of true imperative sentence.

A. I want some more coffee

B. Give me a cup of coffee

C. I want you give some more coffee

D. why don't you give me more coffee

12. Give the right imperative form.

(Drop) this letter in the mailbox.

A. Be drop

B. To drop

C. Drop

D. Dropping

## QUESTIONS B

### FILL IN THE BLANK SPACES WITH THE SUITABLE IMPERATIVES

13. .... the light. It's dark here.
14. ....another cake. There are still many in the cupboard.
15. ....angry. I'm just looking.
16. ....the truth or I'll report you to the police.
17. ....a tie. This is a formal investigation.
18. ....an umbrella. It looks like to rain.
19. ....rude. You are talking to the teacher.
20. ....too aloud. They will hear us.
21. ....with your mouthful. You'll choke.
22. ....this electric wire. You will get a shock.
23. ....smoke. No smoking area.
24. ....afraid. I'm with you and by your side.

**APPENDIX 5**

<b>STUDENT</b>	<b>STUDENTS' SCORE ON WRITING ABILITY OF PROCEDURAL TEXT</b>					
	content	organization	vocabulary	language use	mechanism	final score
<b>1</b>	25	15	18	15	7	<b>80</b>
<b>2</b>	20	15	15	12	8	<b>70</b>
<b>3</b>	20	15	12	13	7	<b>67</b>
<b>4</b>	15	12	12	10	7	<b>56</b>
<b>5</b>	20	15	15	13	8	<b>71</b>
<b>6</b>	25	15	15	12	8	<b>75</b>
<b>7</b>	22	18	18	18	8	<b>84</b>
<b>8</b>	22	12	18	18	8	<b>78</b>
<b>9</b>	20	12	12	13	8	<b>65</b>
<b>10</b>	15	18	12	10	7	<b>62</b>
<b>11</b>	18	15	12	12	8	<b>65</b>
<b>12</b>	15	12	10	10	7	<b>54</b>
<b>13</b>	18	15	12	10	7	<b>62</b>
<b>14</b>	20	13	15	15	7	<b>70</b>
<b>15</b>	12	10	10	12	6	<b>50</b>
<b>16</b>	20	15	12	15	8	<b>70</b>
<b>17</b>	20	15	12	15	8	<b>70</b>
<b>18</b>	20	18	12	12	8	<b>70</b>
<b>19</b>	20	18	12	12	8	<b>70</b>
<b>20</b>	20	18	12	12	8	<b>70</b>
<b>21</b>	18	15	12	10	7	<b>62</b>
<b>22</b>	15	12	12	10	7	<b>56</b>
<b>23</b>	25	15	15	18	7	<b>80</b>
<b>24</b>	25	15	15	12	8	<b>75</b>
<b>25</b>	25	15	15	12	8	<b>75</b>
<b>26</b>	20	18	10	12	7	<b>67</b>
<b>27</b>	20	15	12	12	8	<b>67</b>
<b>28</b>	20	15	12	12	8	<b>67</b>
<b>29</b>	15	18	12	12	7	<b>64</b>
<b>30</b>	20	15	12	13	7	<b>67</b>
<b>31</b>	25	15	15	12	8	<b>75</b>

Pekanbaru, March 9, 2011

Rater

**KURNIA BUDIYANTI, M. Pd**

**APPENDIX 5**

<b>STUDENT</b>	<b>STUDENTS' SCORE ON WRITING ABILITY OF PROCEDURAL TEXT</b>					
	content	organization	vocabulary	language use	mechanism	final score
<b>1</b>	23	16	15	14	5	<b>73</b>
<b>2</b>	22	16	16	17	7	<b>82</b>
<b>3</b>	22	14	13	13	6	<b>68</b>
<b>4</b>	21	13	13	13	4	<b>64</b>
<b>5</b>	22	16	16	16	6	<b>74</b>
<b>6</b>	22	15	15	15	6	<b>73</b>
<b>7</b>	22	13	13	13	5	<b>67</b>
<b>8</b>	23	16	16	16	6	<b>77</b>
<b>9</b>	21	10	10	10	4	<b>55</b>
<b>10</b>	23	16	16	16	6	<b>77</b>
<b>11</b>	22	14	14	14	5	<b>69</b>
<b>12</b>	23	13	13	13	6	<b>69</b>
<b>13</b>	22	17	13	13	6	<b>71</b>
<b>14</b>	23	16	15	15	5	<b>74</b>
<b>15</b>	21	13	10	10	4	<b>58</b>
<b>16</b>	26	17	17	17	4	<b>81</b>
<b>17</b>	22	15	15	15	5	<b>72</b>
<b>18</b>	23	17	17	17	6	<b>80</b>
<b>19</b>	21	16	15	16	4	<b>72</b>
<b>20</b>	23	16	16	16	4	<b>75</b>
<b>21</b>	22	14	14	14	5	<b>69</b>
<b>22</b>	24	13	13	13	4	<b>64</b>
<b>23</b>	22	13	13	13	4	<b>65</b>
<b>24</b>	24	17	17	17	6	<b>81</b>
<b>25</b>	24	17	17	17	7	<b>82</b>
<b>26</b>	23	17	17	17	6	<b>80</b>
<b>27</b>	23	16	16	16	6	<b>77</b>
<b>28</b>	23	14	14	14	5	<b>70</b>
<b>29</b>	23	15	15	15	5	<b>73</b>
<b>30</b>	23	16	16	16	6	<b>70</b>
<b>31</b>	23	16	16	16	6	<b>77</b>

Pekanbaru, March 9, 2011

Rater

**RIZKI AMELIA, M. Pd**



## APPENDIX 2

4. .... so much noise. The baby is sleeping.

Fill the blank space with the suitable imperative

- A. Don't make  
B. Don't  
C. Be silent  
D. Take
5. The right command sentence is .....
- A. Take that jacket and try it on  
B. Don't come late  
C. Don't you take those shoes?  
D. Lending him the telephone
6. Can you shut the door?

Change the request above into command sentence.

- A. Don't shut the door  
B. Shut the door won't you?  
C. Don't you shut the door?  
D. Shut the door
7. 1. Hang up your coat on the rack  
2. Wait outside  
3. Don't put your feet up on the table  
4. Be quiet, please. The baby is sleeping

Choose the true imperative.

- A. 2, 3, and 4  
B. 1, 2, and 3  
C. 1 and 2  
D. 1, 2, 3, and 4

## APPENDIX 2

8. Your guests have arrived. You want them to sit down.

Choose the use of true imperative sentence

- A. Won't you to sit down                      B. Don't sit down  
C. Sitting down                                  D. Sit down please
9. You are at a restaurant. You want some more coffee.

Choose the use of true imperative sentence

- A. I want some more coffee  
B. Give me a cup of coffee  
C. I want you give some more coffee  
D. why don't you give me more coffee

10. Give the right imperative form.

(Drop) this letter in the mailbox

- A. Be drop              B. To drop              C. Drop              D. Dropping

## QUESTIONS B

FILL IN THE BLANK SPACES WITH THE SUITABLE IMPERATIVES

11. .... the light. It's dark here  
12. ....another cake. There are still many in the cupboard  
13. ....the truth or I'll report you to the police  
14. ....a tie. This is a formal investigation  
15. ....an umbrella. It looks like to rain  
16. ....rude. You are talking to the teacher

## APPENDIX 2

17. ....too aloud. They will hear us
18. ....with your mouthful. You'll choke
19. ....this electric wire. You will get a shock
20. ....afraid. I'm with you and by your side

## **APPENDIX 2**

### **PROCEDURAL TEXT WRITING TEST**

1. Choose one of the kinds of procedural text
  2. Write a procedural text on how to:
    - a. Make a recipe
    - b. Operate something
-

## APPENDIX 9

```

CORRELATIONS
  /VARIABLES=X Y
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES XPROD

  /MISSING=PAIRWISE.
  
```

### Correlations

[DataSet1] F:\DATA MENTAH.sav

**Descriptive Statistics**

	Mean	Std. Deviation	N
IMPERATIVE SENTENCE MASTERY	64.1935	11.55399	31
PROCEDURAL TEXT WRITING ABILITY	70.2097	6.13973	31

**Correlations**

		IMPERATIVE SENTENCE MASTERY	PROCEDURAL TEXT WRITING ABILITY
IMPERATIVE SENTENCE MASTERY	Pearson Correlation	1	.658**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	4004.839	1400.242
	Covariance	133.495	46.675
	N	31	31
PROCEDURAL TEXT WRITING ABILITY	Pearson Correlation	.658**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1400.242	1130.887
	Covariance	46.675	37.696
	N	31	31

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

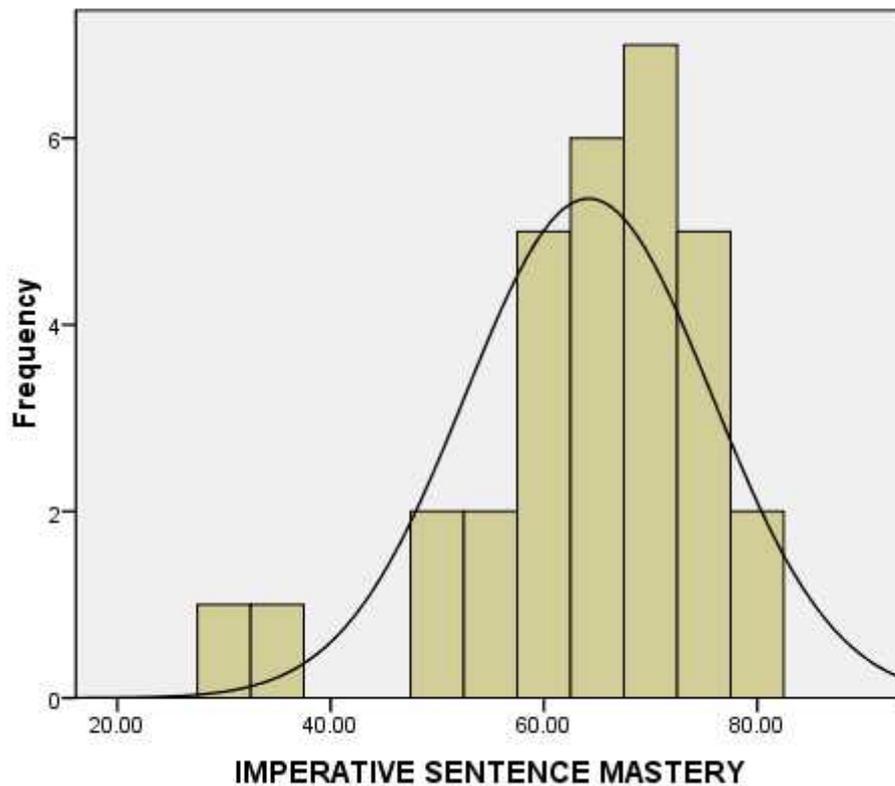
## APPENDIX 9

		IMPERATIVE SENTENCE MASTERY	PROCEDURAL TEXT WRITING ABILITY
N	Valid	31	31
	Missing	0	0
Mean		64.1935	70.2097
Std. Error of Mean		2.07516	1.10273
Median		65.0000	72.0000
Mode		70.00	60.00 <sup>a</sup>
Std. Deviation		11.55399	6.13973
Variance		133.495	37.696

a. Multiple modes exist. The smallest value is shown

### Histogram

#### IMPERATIVE SENTENCE MASTERY



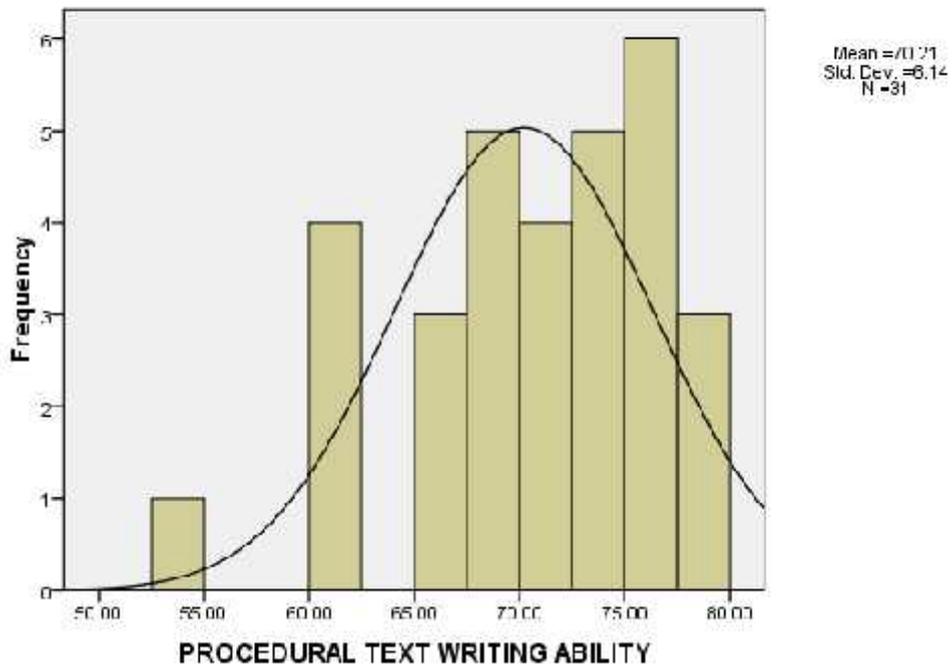
## APPENDIX 9

### Frequency Table

#### IMPERATIVE SENTENCE MASTERY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	3.2	3.2	3.2
35	1	3.2	3.2	6.5
50	2	6.5	6.5	12.9
55	2	6.5	6.5	19.4
60	5	16.1	16.1	35.5
65	6	19.4	19.4	54.8
70	7	22.6	22.6	77.4
75	5	16.1	16.1	93.5
80	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Histogram



**APPENDIX 9**

**PROCEDURAL TEXT WRITING ABILITY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	3.2	3.2	3.2
	60	3	9.7	9.7	12.9
	61.5	1	3.2	3.2	16.1
	65.5	1	3.2	3.2	19.4
	66.5	1	3.2	3.2	22.6
	67	1	3.2	3.2	25.8
	67.5	1	3.2	3.2	29.0
	68.5	3	9.7	9.7	38.7
	69.5	1	3.2	3.2	41.9
	71	2	6.5	6.5	48.4
	72	2	6.5	6.5	54.8
	72.5	3	9.7	9.7	64.5
	73.5	1	3.2	3.2	67.7
	74	1	3.2	3.2	71.0
	75	1	3.2	3.2	74.2
	75.5	2	6.5	6.5	80.6
	76	2	6.5	6.5	87.1
	76.5	1	3.2	3.2	90.3
	77.5	1	3.2	3.2	93.5
	78	1	3.2	3.2	96.8
	78.5	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

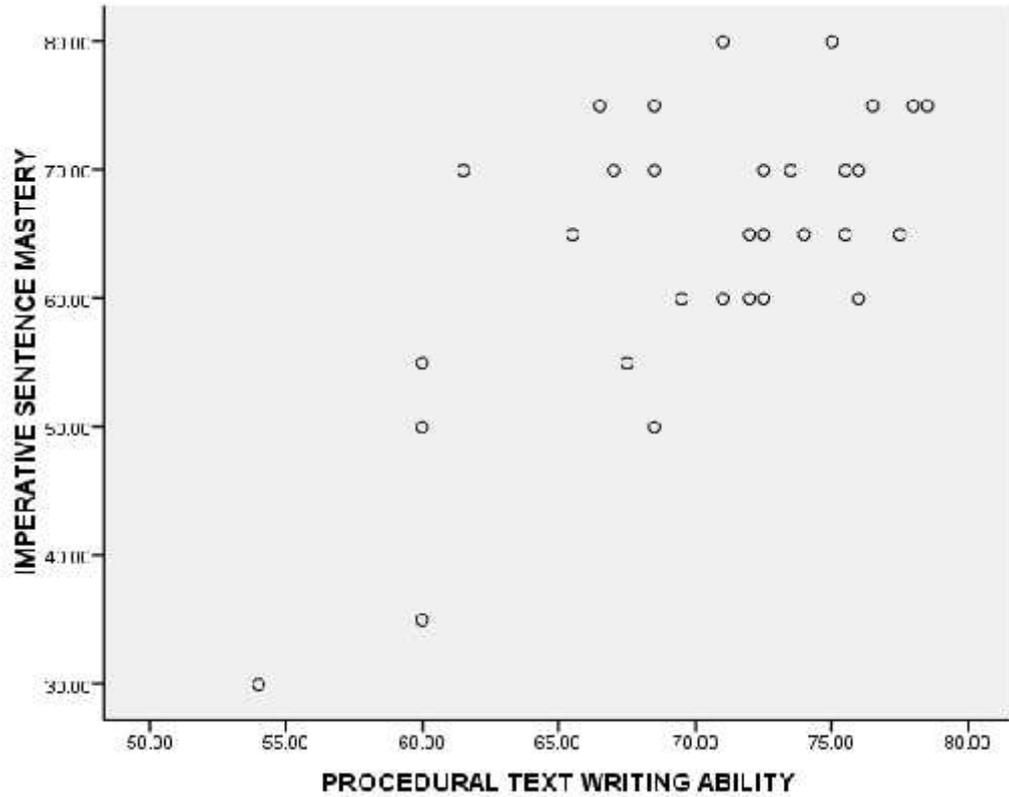
## APPENDIX 9

GRAPH

```
/SCATTERPLOT(BIVAR)=Y WITH X
```

```
/MISSING=LISTWISE REPORT.
```

[DataSet1] F:\DATA MENTAH.sav



## APPENDIX 3

### THE KEY ANSWER OF IMPERATIVE SENTENCE

- A.**
1. A
  2. A
  3. D
  4. A
  5. A
  6. D
  7. D
  8. D
  9. B
  10. C
- B.**
11. Turn on
  12. Take
  13. Tell
  14. Wear
  15. Take
  16. Don't be
  17. Don't be
  18. Don't eat
  19. Don't hold
  20. Don't be

## APPENDIX 8

### THE MAP OF COEFICIENT CORRELATION “r” PRODUCT MOMENT IN SIGNIFICANT STANDARD 5% AND 1%

df	SIGNIFICANT STANDARD		df	SIGNIFICANT STANDARD	
	5%	1%		5%	1%
1	0.997	1000	16	0.468	0.590
2	0.950	0.990	17	0.456	0.575
3	0.878	0.959	18	0.444	0.561
4	0.811	0.917	19	0.433	0.549
5	0.754	0.874	20	0.423	0.537
6	0.707	0.834	21	0.413	0.526
7	0.666	0.798	22	0.404	0.515
8	0.632	0.765	23	0.396	0.505
9	0.602	0.735	24	0.388	0.496
10	0.576	0.708	25	0.381	0.487
11	0.553	0.684	26	0.374	0.478
12	0.532	0.661	27	0.367	0.470
13	0.514	0.641	28	0.361	0.463
14	0.497	0.623	<b>29</b>	<b>0.355</b>	<b>0.456</b>
15	0.482	0.606	30	0.355	0.449

Determine critical value by calculating of  $df = N - nr$  ( $31 - 2 = 29$ )

Where:

df = Degree of Freedom

nr= Number of Variable

N= Number of Casses





## APPENDIX 1

C. Don't you shut the door?

D. Shut the door won't you

9. 1. Hang up your coat on the rack

2. Wait outside

3. Don't put your feet up on the table

4. Be quiet, please. The baby is sleeping

Choose the true imperative.

A. 2, 3, and 4

B. 1, 2, and 3

C. 1 and 2

D. 1, 2, 3, and 4

10. Your guests have arrived. You want them to sit down.

Choose the use of true imperative sentence.

A. Won't you to sit down

B. Don't sit down

C. Sitting down

D. Sit down please

11. You are at a restaurant. You want some more coffee.

Choose the use of true imperative sentence.

A. I want some more coffee

B. Give me a cup of coffee

C. I want you give some more coffee

D. why don't you give me more coffee

12. Give the right imperative form.

(Drop) this letter in the mailbox.

A. Be drop

B. To drop

C. Drop

D. Dropping

## APPENDIX 1

### QUESTIONS B

#### FILL IN THE BLANK SPACES WITH THE SUITABLE IMPERATIVES

13. .... the light. It's dark here.
14. ....another cake. There are still many in the cupboard.
15. ....angry. I'm just looking. (REJECTED)
16. ....the truth or I'll report you to the police.
17. ....a tie. This is a formal investigation.
18. ....an umbrella. It looks like to rain.
19. ....rude. You are talking to the teacher.
20. ....too aloud. They will hear us.
21. ....with your mouthful. You'll choke.
22. ....this electric wire. You will get a shock.
23. ....smoke. No smoking area. (REJECTED)
24. ....afraid. I'm with you and by your side.