

**THE CORRELATION BETWEEN IMPERATIVE SENTENCE
MASTERY AND WRITING PROCEDURE TEXT
AT IX GRADE STUDENTS OF SMP N 1 BARUMUN
PADANG LAWAS**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English Departement*

Written by

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SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu'alaikum Warohmatullohi Wabarokatuh,

After reading, studying and giving advices for necessary revision on thesis belongs to **Depi Sarmila Sari Hsb**, entitled "*The Correlation Between Imperative Sentence Mastery and Writing Procedure Text at IX Grade Students of SMP N 1 Barumun Padang Lawas.*" we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
Thank you

Wassalamu'alaikum Warohmatullohi Wabarokatuh

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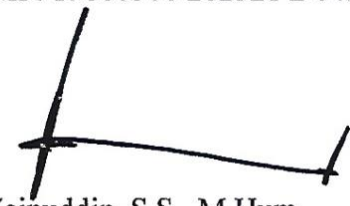

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ABSTRACT

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Title of Thesis : **The Correlation Between Imperative Sentence Mastery and Writing Procedure Text at IX Grade Students of SMP N 1 Barumun Padang Lawas**

This research discusses about the correlation between imperative sentence mastery and writing procedure text at the ninth grade students of SMP N 1 Barumun Padang Lawas. There were problems of the students in this research such as, the students lack of motivation and interest in learning English especially about writing procedure text, the students had difficult in writing procedure text because they have no idea to express their thoughts and to create it, and the students have lack of vocabulary. The purpose of this research is to know the students imperative sentence mastery and writing procedure text and to know how the correlation between imperative sentence mastery and writing procedure text. This research used quantitative research with the correlational research type. The population of this research was 32 students from the ninth grade. This research chose random sampling as the sampling technique. Instrument of collecting data were essay test for students writing procedure text and multiple choice test for imperative sentence mastery. From the result of the analysing data, this research found that imperative sentence mastery was enough and writing procedure text was good. Besides, related to the result of data analysis, it was found that there was a significant correlation between imperative sentence mastery and writing procedure text with the (2.132) higher than significance value (1.696). It means imperative sentence mastery had correlation to writing procedure text at the ninth grade students of SMP N 1 Barumun Padang Lawas in strong category.

Keyword: Imperative Sentence, Writing, Procedure Text

ABSTRAK

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Judul Tesis : Korelasi Penguasaan Kalimat Imperatif dan Teks Prosedur Penulisan pada Siswa Kelas IX SMP N 1 Barumun Padang Lawas

Penelitian ini membahas tentang korelasi antara penguasaan kalimat imperatif dengan penulisan teks prosedur pada siswa kelas sembilan SMP N 1 Barumun Padang Lawas. Ada permasalahan siswa dalam penelitian ini seperti, siswa kurang motivasi dan minat belajar bahasa Inggris terutama tentang penulisan teks prosedur, siswa kesulitan menulis teks prosedur karena tidak memiliki ide untuk mengungkapkan pikirannya dan membuatnya, dan siswa memiliki kekurangan kosakata. Tujuan dari penelitian ini adalah untuk mengetahui siswa penguasaan kalimat imperatif dan penulisan teks prosedur serta untuk mengetahui bagaimana korelasi antara penguasaan kalimat imperatif dan penulisan teks prosedur. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasial. Populasi penelitian ini sebanyak 32 siswa dari kelas sembilan. Penelitian ini memilih random sampling sebagai teknik sampling. Instrumen pengumpulan data adalah tes esai untuk penulisan teks prosedur siswa dan tes pilihan ganda untuk penguasaan kalimat imperatif. Dari hasil data analisis, penelitian ini menemukan bahwa penguasaan kalimat imperatif sudah cukup dan penulisan teks prosedur yang baik. Selain itu, terkait dengan hasil analisis data, ditemukan bahwa terdapat korelasi yang signifikan antara penguasaan kalimat imperatif dan penulisan teks prosedur dengan nilai (2,132) lebih tinggi dari signifikansi (1,696). Artinya, penguasaan kalimat imperatif memiliki korelasi dengan penulisan teks prosedur pada siswa kelas sembilan SMP N 1 Barumun Padang Lawas dalam kategori kuat.

Kata kunci: Kalimat Imperatif, Tulisan, Teks Prosedur

خلاصة

الاسم : ديفي سارميلا ساري حاسيوان

الرقم : ٢٠٣ ٢٠٥٧٠٠٠

العنوان : العلاقة بين إتقان الجمل الأمرية ونصوص إجراءات الكتابة لدى طلاب الصف التاسع في المدرسة الإعدادية الحكومية ١ بارومون بادانج لاواس

تناقش هذه الدراسة العلاقة بين إتقان الجمل الأمرية وكتابة النصوص الإجرائية لدى طلاب الصف التاسع في المدرسة الإعدادية الحكومية ١ بارومون بادانج لاواس. هناك مشاكل طلابية في هذه الدراسة مثل، افتقار الطلاب إلى الدافع والاهتمام بتعلم اللغة الإنجليزية، وخاصة فيما يتعلق بكتابة النصوص الإجرائية، ويواجه الطلاب صعوبة في كتابة النصوص الإجرائية لأنهم لا يملكون أفكارًا للتعبير عن أفكارهم وطرحها، ويعاني الطلاب من نقص المفردات. هدفت هذه الدراسة إلى تحديد مدى إتقان الطلبة للجمل الأمرية وكتابة النصوص الإجرائية، وتحديد العلاقة بين إتقان الطلبة للجمل الأمرية وكتابة النصوص الإجرائية. تستخدم هذه الدراسة البحث الكمي بنوع البحث الارتباطي. تكون مجتمع الدراسة من ٣٢ طالبًا من الصف التاسع. وقد اختارت هذه الدراسة العينة العشوائية كأسلوب لأخذ العينات. وكانت أدوات جمع البيانات عبارة عن اختبارات مقالية لقياس قدرة الطلاب على كتابة النصوص الإجرائية واختبارات اختيار من متعدد لقياس مدى إتقانهم للجمل الأمرية. ومن خلال نتائج تحليل البيانات توصلت هذه الدراسة إلى أن إتقان الجمل الأمرية كان كافيًا، وأن كتابة النصوص الإجرائية كانت جيدة. وبالإضافة إلى ذلك، وفيما يتعلق بنتائج تحليل البيانات، وجد أن هناك ارتباطًا معنويًا بين إتقان الجمل الأمرية وكتابة النصوص الإجرائية بقيمة (٢.١٣٢) أعلى من الدلالة (١.٦٩٦). وهذا يعني أن إتقان الجمل الأمرية له علاقة قوية بكتابة النصوص الإجرائية لدى طلاب الصف التاسع في المدرسة الإعدادية الحكومية ١ بارومون بادانج لاواس.

الكلمات المفتاحية: الجمل الأمرية، الكتابة، النص الإجرائي

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Padangsidempuan, 13 Januari 2025

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CHAPTER I

INTRODUCTION

A. Background of the Problem.

Writing is one of the four skills in English that should be known. Writing is a process of expressing ideas in the form of words that have meaning so that the reader can understand. It is the process or action of delivering messages, informations or ideas in written language. In the subject of education writing is the skill. Writing is the productive skill which is the product is the written or reading that conducting meaning.

There are many genres of text in writing lessons, includes recount, procedure, narrative, and report. The basic competence of text is that the students should use writing as a tool for learning to interact in written form. In the syllabus of English learning Curriculum 2013 grade IX junior high school includes learning about understanding various kinds of texts, including understanding procedure text. So, procedure text is one of genres of text that able to understood by students. One type of the text that students in the ninth grade studied is procedure text.

Writing procedure text is a process of expressing ideas, thoughts, and information to create a text that describe how something is done based on a sequence of actions or steps. Basically, this text consists of tips or sequence of steps in making something or in doing such activity. Procedure text is any written English text in which the writer describes how something is

accomplished through a sequence of actions or steps.¹ It provides information about materials or steps that the readers can prepare before doing something.

Writing procedure text is essential to enable students to provide sequenced informations or directions so that the people can successfully perform activities in safe, efficient, and appropriate ways. For instance when students want to talk about how to make something, they can easily imagine and describe how something accomplished or done. So that, they can learn more in depth details about materials are needed and steps, students can get more information.

The Indonesian government has already taken a few steps to improve education, such as curriculum development, structural quality improvement, and text book development. In addition to that, the infrastructure has developed various strategies to improve the students' ability to read. They begin by creating smaller classes so that students can be more focused on learning English. The students are also inspired by their teachers. According to the explanation, everything is done with the intention of raising student proficiency and learning quality, particularly when it comes to writing procedure texts.

However, the condition of writing procedure text in the field is poor. Students' ability in English writing procedure text is low, besides students have lack of vocabulary. As it inform by an English teacher in junior high school said that some of the students had difficulty in writing procedure text. The

¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, First Edit (Yogyakarta: Graha Ilmu, 2008).

students lack of understanding procedure text. The students lack of motivation and interest in learning English especially about writing procedure text. While, when writing the students do not know how starting the writing. They ignore the explanation from the teacher.² Based on interview with several students of SMP N 1 Barumun, they said that studying English is difficult, they felt that writing procedure is difficult because they have no ideas to express their thoughts and to create english writing especially procedure text.³ These problems obstruct students from mastering writing procedure text to the maximum and prevent them from achieving the goals of writing instruction.

Writing procedure text well require on several factors. There are several factors of writing procedure text, such as: media, classroom activities, classroom management, teacher's strategy, teacher approach, and materials specifcly imperative sentence.⁴ It means one of the factors to able writing procedure text is mastery of imperative sentence. Therefore, if the students master it, they will be easier to write procedure text correctly.

Imperative sentences are forms of commands or orders and requests that have the purpose of asking or forbidding someone to do something. According to Kimball in Ariannur, Imperative sentence is often used in order, giving command or direction, but it is use also in giving advice, and making request,

² "English Teacher at SMP N 1 Barumun" (Private Interview) Padang Lawas, Mei 28, 2024. At 12.04 WIB

³ "Students of IX grade at SMP N 1 Barumun" (Private Interview) Padang Lawas, Mei 28, 2024. At 12.25. WIB.

⁴ Herdi, "An Analysis on Factors Influencing the Students' Writing Skill," *ELT-Lectura* 2 (2015): 19, <https://www.neliti.com/publications/217534/an-analysis-on-factors-influencing-the-students-writing-skill#cite>.

or entreaty.⁵ So, imperative sentence is a sentence which contains about the instruction or order which mostly uses to instruct somebody to do something.

Imperative sentences are commonly found in procedure texts. Imperative sentence is very important in the procedure text because the imperative sentence that includes the characteristics or language features of a procedure text. For example of imperative sentences in text procedure are pour the oil into the pan, add the rice and stir until all ingredients are mixed.

The role of imperative sentences in writing procedure text is to give clear, direct commands or instructions that guide the reader through specific actions. These sentences ensure that each steps is concise and easy to follow, reducing ambiguity and making the process more efficient. By focusing on the required actions, imperative sentences help maintain consistency and clarity.

Based on the explanation above, it is essential to do a research entitle “The Correlation between Imperative Sentence Mastery and Writing Procedure Text at IX grade Students of SMP N 1 Barumun Padang Lawas in Academic Year 2023/2024.

B. Identification of the Problem.

Based on the background of the problem, writing procedure text is the ability in writing about steps or instructions on how to do something. It is provides information about materials or ingredients and steps so that the readers can prepare in making something or doing such activities.

⁵ Wilda Ariannur, “The Effect of Total Physical Response on Students’ Imperative Sentence Mastery at the Grade VIII Mts Hubbul Wathan Tabuyung” (Uin Syahada Padangsidimpuan, 2023), <http://etd.uinsyahada.ac.id/9956/>.

There are some factors of writing procedure text such as media, classroom management, classroom activities, teacher's strategy, teacher approach, and materials specifically imperative sentence. Thus the researcher in this research became interested in imperative sentence in writing procedure text.

C. Limitation of the Problem.

Based on the identification above, there are several factors in writing procedure text, such as media, classroom activities, classroom management, teacher's strategy, teachers approach, and materials specifically imperative sentence.

This research did not discuss all the factors of writing. It is only discussed one writing related factors, that is imperative sentence in writing procedure text.

This research focused on imperative sentence in writing procedure text. Imperative sentence assists students more understand easily in writing procedure text. Additionally, it can helps students problem about how to create examples of procedure text.

D. Formulation of the Problem.

Based on the background of the problem above, the problem can be formulated as follows:

1. How is imperative sentence mastery at IX grade students of SMP N 1 Barumun?
2. How is writing procedure text at IX grade students of SMP N 1 Barumun?

3. Is there any significant correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun?

E. Purposes of the Problem.

Based on the formulation of the problem above, the researcher determined the purpose of the research as follow:

1. To know how is imperative sentence mastery at IX grade students of SMP N 1 Barumun.
2. To know how is writing procedure text at IX grade students of SMP N 1 Barumun.
3. To examine significant correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun.

F. Significanses of the Research.

The results of this study are expected to provide several benefits for headmaster, teachers or lecturers, and other researchers. These benefits are:

1. For the Headmaster, as an information to guide English teacher in teaching English especially in writing aspects.
2. For the Teachers, provides information about the relationship between imperative sentence mastery and writing procedure text students'. Also this study can help teachers to find students' problems in writing especially procedure text.
3. For the readers and another researchers, as an information to do related topic of the research and for further researchers who are interested in correlational

research, they can basic information from this research. So, they can do their research better than this research.

G. Outline of the Research.

The systematic of this research divided into five chapter. Each chapter consisted of many sub chapters with detail as follow:

First chapter consists of introduction; background of the problem, identification of the problem, purpose of the research, significances of the research and outline of the research.

Second chapter consists of the theoretical description which is divided into subchapters as follows; description of imperative sentence, description of procedural text. This chapter also consist of review and related findings, conceptual framework and hypothesis.

Third chapter consists of research methodology which is divided into sub chapters as follows; place and time of the research, research method, population and sample, definition of operational variables, instruments of the research, validity and reliability instrument, technique of data collecting and technique of data analysing.

Fourth chapter consists of data description, hypothesis testing, discussion and the result of the research.

Fifth chapter consist of conclusion and suggestion about the result of the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description.

1. Writing Procedure Text.

a. Definition of Writing Procedure Text.

In general, writing is an activity of exploring ideas, ideas, thoughts, feelings about a subject carried out by someone to convey ideas to readers in written language so that readers understand.⁶ According to Besral and Wisma “writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing itself.”⁷ In addition, Harmer says that “Writing is a way to give of language and express ideas, feelings and opinion through lettering”.⁸ Based on the definition above it can be conclude that writing is a way of express feeling or idea become written text that can be understood by the reader or a way to communicate between the writer and reader.

In specific based on curriculum writing is the ability to convey, communicate ideas, express creativity and create in various genres of written texts, in an effective and comprehensible manner, and of interest

⁶ Yusri Yusuf, Ridwan Ibrahim, and Denni Iskandar, *Keterampilan Menulis*, ed. Ridwan Ibrahim and Yusri Yusuf (Banda Aceh: Syiah Kuala University press, 2017).

⁷ Besral and Ningrum Indah Wisma, “The Use of Picture Word Inductive Model(PWIM) in the Teaching and Learning Process of Writing” 1 (2015): 30, [https://www.semanticscholar.org/paper/The-use-of-Picture-Word-Inductive-Model-\(PWIM\)-in-Indah-Besral/31080a5b7f3776f8c917db45772bde476fec4e7d](https://www.semanticscholar.org/paper/The-use-of-Picture-Word-Inductive-Model-(PWIM)-in-Indah-Besral/31080a5b7f3776f8c917db45772bde476fec4e7d).

⁸ Jeremy Harmer, *How to Teach Writing*, ed. Overland, 7th ed. (Edinburgh, England: Pearson Education, 2014).

to readers with appropriate organization structures and linguistic elements.⁹ It is a way to communicate concepts, express creativity, and create written texts in a variety of genres that are interesting to readers and have the right the organization and linguistic elements.

According to Adistri says that “A procedure text is a text that contains steps or how to do something using the materials to be done”.¹⁰ Procedure text is a type of text that is created to provide information to readers about how a task should be done or completed.¹¹ In other simpler terms, procedure text is an instructional text based on students’ English book, A procedure text is a piece of text that give us instructions for doing something. The purpose of a procedure text is to explain how something can be done.¹² A procedural text is a genre of text that informs the reader about how something is done.¹³ It can be concluded that procedure text is a type of text that contains steps or instruction about how something should be done or completed. This text is guide reader instruction for doing something.

Based on the definitions above, it can be concluded that writing procedure text is a process or effective way of express opinion or idea in written text that contains steps or instruction about how something

⁹ Siti Wachidah, Asep Gunawan, and Diyantari, *Bahasa Inggris Think Globally Act Locally*, Revisi (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018), [https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/Kelas 9 Bahasa Inggris BS press.pdf](https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/k13/bukusiswa/Kelas%209%20Bahasa%20Inggris%20BS%20press.pdf).

¹⁰ Amalia Adistri, *Teks Prosedur*, ed. Guepedia, The First (Indonesia: Guepedia, 2023).

¹¹ Pardiyono, *Genre: Mastering English Through Context*, ed. Th. Arie Prabawati (Yogyakarta: C.V Andi Offset, 2015).

¹² Kusmana, *BRILIAN Bahasa Inggris Untuk SMP/MTs IX*, revisi (Grafindo, 2016).

¹³ Dadang S. Anshori and Vismaia Sabariah Damaianti, *Memahami Genre Teks*, ed. Nunuk Siti Nurbaya (Bandung: Simbiosis Rekatama Media, Februari 2022).

should be done. It is a process of exploring ideas and conveying them to readers in written language.

b. Purposes of Writing Procedure Text.

The purpose of writing procedure text is where students are able to express their thoughts, feelings, hopes, and other things through writing. Writing has several purposes for many researchers. Students write for a variety of purposes to help them develop their ideas and understand what they are writing. If students do not have clear objectives when they write, they will become bored and find it difficult to concentrate with their writing. Understanding the goal will make easier for students to determine the best writing technique. The students also have to clarify their objectives for writing.

There are numerous common purposes of writing. Grenville addresses the purposes of writing as follows:

- 1) Writing to entertain.
It doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- 2) Writing to inform.
It tells the reader about something.
- 3) Writing to persuade.
It tries to convince the reader of something.¹⁴

In addition, Reinking and Osten add the purposes of writing. The following:

- 1) To inform
We all have our areas of expertise and often share that information with each other. A student in computer science

¹⁴ Kate Grenville, *Writing from Start to Finish A Sixt-Step Guide*, first publ (Australia: Allen & Unwin, 2001), <https://alexabe.pbworks.com/f/Writing+from+Start+to+Finish.pdf>.

could post a blog on a class instructional site on how to create a web page. A medical researcher shares her research in her publications with other doctors and other research professionals.

2) To persuade

You probably have strong views on many issues, and these feelings may sometimes impel you to try swaying your reader. In a letter to the editor, you might attack a proposal to establish a nearby chemical waste dump. Or, alarmed by a sharp jump in state unemployment, you might write to your state senator and argue for a new job-training program.

3) To express yourself

When you text a friend, you choose words and phrases to show off who you are. By your topic, word choice, example or turn of phrase, you display a bit of yourself whether in e-mails, journals, poetry, essays, or fiction.

4) To entertain

Some writing merely entertains; some writing couples dull or difficult material.¹⁵

Based on the quote above, it can be concluded that there are four kinds of writing purposes, namely; to entertain, to inform, to persuade and to self-expressing.

Meanwhile In specific the purpose of writing procedure text based on curriculum K13 in junior high school are: identifying generic structure of procedure text based on the context, applying text structure and linguistic elements in procedure text, create short and simple procedure text in the form of receipes and manuals.¹⁶

It means the purpose of writing procedure text in junior high school is students are able to identifying the generic structure of procedure text based on the context, students are able to applying text structure and

¹⁵ James A. Reinking and Robert Robert Von Der Osten, *Strategies for Successful Writing A Rhetoric and Reader*, Concise E1 (Tokyo: Pearson Education, 2017), https://informationto share.com/wp-content/uploads/2017/12/Strategies_for_Successful_IELTS-Writing.pdf.

¹⁶ Syllabus of Eight Grade of Junior High School in curriculum K-13

linguistic elements in procedure text, and students are able to create short and simple procedure text in the form of recipe and manual.

c. The Process of Writing.

The writing process involves a number of processes that a writer must do in order to produce anything or to generate ideas for writing by creating words with specific meanings. According to Oshima and Hogue “there are four main stages in the writing process, they are prewriting, organizing, writing, and revising and editing”.¹⁷ To be clear it can be explained below:

1. Prewriting

Prewriting is the beginning stage of the writing process where the writer gathers ideas, formulates concepts, and plans the organisation of those ideas before starting to write the final text. According to Oshima and Hogue, “Prewriting is a way to get the ideas. In this step the writer choose the topic and collect ideas to explain the topic”.¹⁸ Based on the explanation above, before writing we have to collect, and choose topics or ideas as a source for writing topics.

2. Organizing

Organising refers to the process of arranging and coordinating resources, tasks, and activities in a structured way to achieve specific goals. The next step in the writing process is to organize the ideas

¹⁷ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, third (America: Pearson Longman, 2007).

¹⁸ Oshima and Hogue.

into a simple outline. The writer wrote a sentence that named the topic and told the main idea.¹⁹

3. Writing

Writing is a multifaceted activity that combines technical aspects of language with personal expression and cognitive skills, making it a vital form of communication across multiple domains. This step means to produce a rough draft, using your outline as a guide. Here the writer express the ideas in a simple manner, creating a draft that serves as the foundation for further development.²⁰

4. Revising and editing

Revising and editing are important steps in the writing process, each with a different purpose to improve the quality of the written work. By doing this step, the mistakes can be minimized by writers and it makes writing effective.²¹ In editing and revising the writer change or correct the draft in to better draft after checking.

d. Component of Writing Procedure Text.

In order to write procedure text, students can use some components of writing procedure text such as social function, generic structure, and language or grammatical features.

¹⁹ Oshima and Hogue.

²⁰ Oshima and Hogue.

²¹ Oshima and Hogue.

1. Social Function of Procedure text.

Social function is telling what the aim of text.²² According to Dirgeyasa “the main communicative purpose of the writing of the procedure text is to show and describe the way how something is done (how mineral water is processed), or (how to make cake), or to describe how something is accomplished through sequences of actions or steps, etc”.²³ So, it can be said that procedure is a kind of action oriented. In addition, Riswanto says that “the social purpose of procedure text is to show how something is done through sequence of steps which enable the reader to achieve the goal”.²⁴ Based on the explanation above, the social function of a procedure text is to tell the reader how to do or make something through a sequence of actions or steps.

Procedure text has several in english has several types. According to Riswanto, there are 3 types of procedure text that should be know, they are:

- a) Procedure text that explains how something works or how to use an instruction/operation manual. For example, how to use a computer.
- b) Procedure text that explain how to perform certain activities. For example, how to make noodle.
- c) Procedure text explains that related to human behavior. For example, how to be a good person or how to live happily.²⁵

²² Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, First Edit (Yogyakarta: Graha Ilmu, 2008).

²³ I Wy Dirgeyasa, *College Academic Writing: A Genre-Based Perspective*, ed. Indra Hartoyo (Jakarta: Kencana, 2016).

²⁴ Riswanto, *Writing Genre*, ed. Kasmaini, I (Yogyakarta: Deepublish Publisher, 2022).

²⁵ Riswanto, *Writing Genre*, ed. Kasmaini (Yogyakarta: Deepublish publisher, 2022).

Additionally, Dirgeyasa says that there are two types of procedure writing based on the generic structure, they are:

- a) How to make something. This typical explain that in this procedure text needs materials or ingredients to accomplish the process. For example, how to make cake, or how to make spaghetti.
- b) How to operate something or how something works. This type of procedure text does not need materials, ingredients or tools as the previous one. It just shows the steps or actions how the thing is operated or works on regular order. For example, how to operate internet.²⁶

From the explanation above, it can be concluded that there are three types of procedure text as follows, 1) procedure text that explain how to make something, 2) procedure text that explain how to operate something or how something it works, and 3) procedure text that related to human behavior. The types of procedure text in this research is the procedure text how to make something.

2. The Generic Structure.

The generic structures of procedure text is important to make the text that written is clearly for reader.²⁷ Procedure text has a different generic structure from other types of text. According to Riswanto the generic structure of procedure text are aim/goasl, ingredients, and steps/method. In addition Afriyani et al, they said that the generic structrure of procedure text are objectives, steps, and reaffirmation.²⁸

²⁶ Dirgeyasa, *College Academic Writing: A Genre-Based Perspective*.

²⁷ Immanuel Zai, "Students' Difficulties in Writing Procedural Text at the Eleventh Grade Students of SMAN 1 O'O'U," *Jurnal Ilmiah Mahasiswa Keguruan 2* (n.d.).

²⁸ Ena Noveria, Ermawati Arief, and Fanni Afriyani, "Performance of Language : Structure and Elements Procedure Text for the Middle School Students," *4th International*

Based on the quotation above there are 6 the generic structure of procedure text, but generally what is often used in procedure text is aim/goal, ingredients and steps/method, to be clear will be explained below:

a. Aim/goal.

The aim or goal section provides a clear statement of what the reader is trying to achieve by following the instructions. This section provides context and purpose, helping readers understand why they are doing the task. It is located in the title of the text and is used to indicate the purpose of the text. Example: How to Make Noodle.²⁹

b. Ingredients.

Contains materials or tools needed in the steps to carry out the process. Example: the materials to make noodle are onion, garlic, vegetable oil, noodle, salt, paper, etc.³⁰ The ingredients section of a procedure text plays an important role in guiding the reader through the process of completing a task, especially in contexts such as cooking or crafting.

c. Steps/methods.

The steps/methods section of a procedure text is very important as it provides detailed and sequential guidance on how to complete the task at hand. This section is often considered the core of a

Conference on Language, Literature, and Education (ICLLE-4 2021) 604 (2021): 82–85, file:///C:/Users/Denih/Downloads/125965270.pdf.

²⁹ Riswanto, *Writing Genre*.

³⁰ Riswanto.

procedure text, as it outlines the specific actions required to achieve the stated goal.³¹ This section contains the sequence of actions or steps that must be followed to achieve the goal. each step is usually written in imperative sentence form to give clear instructions.

By following the generic structure above, procedure text can be organized clearly and easily understood, so that readers can follow the steps given to achieve the desired results.

3. Language features.

Language features is the linguistic elements of a text that must be known. According to Knapp and Watkins, there are five general components of language features in the procedure text. Those are imperative sentences, actions verbs, connectives, adverbials, and simple present tense.³² Additionally, Riswanto says that the there are some features of procedure text , they are:

- a. Using simple present tense.
Simple present tense is used to describe actions that must be done.
- b. Using imperative form/command form.
Imperative sentences are used to give direct instructions.
- c. Using action verb, for example: make, take, boil, cook.
- d. Using temporal conjunctions, for examples: first, then, next, after that, last.³³

From explanation above, it can be concluded that writing procedure text consist of generic structures and language features. By

³¹ Riswanto.


³² Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assesing Writing*, ed. University of New South Wales (Australia, 2005).

³³ Riswanto, *Writing Genre*, ed. Kasmaini, I (Yogyakarta: Deepublish Publisher, 2022).

them, writing procedure text will stand completely. So, the writer should focus on taking the generic structure and language features in the text.

4. Example of Procedure Text.

The example of procedure text “recipe and manual” from english text book of students’ in SMP N 1 Barumun.³⁴ It can be seen below:



NOVEL APPLE PUDDING	
Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.
	Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes

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Figure II. 1 The Example of Procedure Text

Another example of procedure text that is clearer and easier to understand is as follows:

³⁴ Wachidah, Gunawan, and Diyantari, *Bahasa Inggris Think Globally Act Locally*.

How to Make a Simple Fruit Salad

a. Goal/Aim

To prepare a refreshing fruit salad that serves as a healthy snack or dessert.

b. Ingredients

1. 1 apple
2. 1 banana
3. 1 orange
4. 1 cup of grapes
5. 1 cup of strawberries
6. 2 tablespoons of honey (optional)
7. Fresh mint leaves for garnish (optional)

c. Steps

1. Wash the fruits: Rinse the apple, banana, orange, grapes, and strawberries under cold water to remove any dirt or pesticides.
2. Prepare the fruits: Apple (Core and chop the apple into bite-sized pieces), Banana (Peel and slice the banana into rounds), Orange (Peel the orange and separate it into segments), Grapes (Remove grapes from their stems and rinse them if needed) and Strawberries (Remove the green tops and slice the strawberries).
3. Combine the fruits: In a large mixing bowl, add all the prepared fruit pieces.
4. Add honey (optional): Drizzle honey over the fruit mixture for added sweetness. Toss gently to combine.
5. Serve: Spoon the fruit salad into individual bowls or a serving dish. Garnish with fresh mint leaves if desired.
6. Enjoy: Serve immediately or refrigerate for up to an hour before serving for a chilled treat.³⁵

e. Writing Procedure Text Assessments

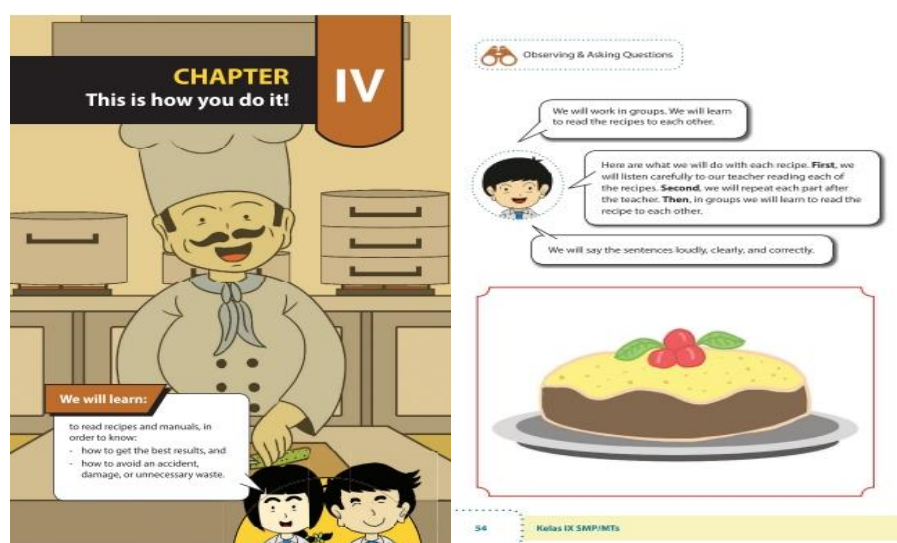
Assessment is the process of measuring and analyzing something. It is a way to determine whether something good or bad. Understanding the level of a subject is crucial through assessment. Without assessment indicators in each lesson, unit, and subject, teacher can not determine if the goals and objective have been achieved.

³⁵ Riswanto, *Writing Genre*.

Douglas formulates that there are five indicators should be measured in writing test, namely: content, organization, vocabulary, syntax, and mechanics.³⁶ All of those writing indicators are accurate, but the researcher only used the aspects of them to assess the test based on what students actually needed in junior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are social function, generic structure and grammatical features.³⁷ So, this research used based on the teacher's book.

f. Materials of Teaching Procedure Text

Material of procedure text is a learning material of writing in the school. There are examples of the material teaching writing procedure text from the English text book for the ninth grade students in SMP N 1 Barumun Padang Lawas.



³⁶ H Douglas Brown, *Principles of Language Learning and Teaching*, ed. Pearson Longman, fifth (San Francisco State University, 2007).

³⁷ Siti Wachidah, Yuli Rulani Khatimah, and Diyantari, *Bahasa Inggris, Think Globally Act Locally : Buku Guru*, 2015.

Figure II. 2 Material of Teaching Procedure Text.³⁸

2. Imperative Sentence.

a. Definition of Imperative Sentence

An imperative sentence is a sentence that gives an order to do something, it has the function of asking or forbidding someone to do something.³⁹ According to Kimbal, “an imperative sentence is another kind of sentence used when we speak directly to a person for the purpose of telling someone what to do”. In another explanation Pauzan state that imperative sentence is one that conveys an order, a request, a proposal, a wish, or any combination of these. It can be used to express a command, invitation, warning, prohibition, urgent request, or prayer.⁴⁰ Thus, imperative sentence is a sentence that speaker used to express direct command, invitation, asking or forbidding listener for doing something.

Additionally, Rahardi state that “imperative sentences are sentences that contain a request for the speech partner to perform an action desired by the speaker. It has the intention of ordering the speech partner to do something the speaker wants”.⁴¹ Additionally Chaer says that imperative sentences are sentences that ask the listener to take an

³⁸ Wachidah, Gunawan, and Diyantari, *Bahasa Inggris Think Globally Act Locally*.rtfyglk

³⁹ Adistri, *Teks Prosedur*.

⁴⁰ Pauzan, *The Book of Complete English Grammar*, ed. yuche yahya sukaca, I (jakarta: PT Cipta Gadhing Artha, 2021).

⁴¹ Rahardi, *Pragmatik, Kesatuan Imperatif Bahasa Indonesia* (Jakarta: Erlangga, 2015).

action.⁴² It means Sentences that demand action from the listener are known as imperative sentences.

Based on the explanations above, imperative sentence is a sentence which mostly uses to instruct somebody to do something. The imperative sentence can be command imperative sentence, request imperative sentence, invitation imperative sentence, offering imperative sentence, and advising imperative sentence.

b. The Use of Imperative Sentence

Imperative sentences are used to express commands/orders, request, polite request, suggestion, instruction. According to Djuharie imperative sentence are used to express command/orders, prohibition, request and polite request. The following are some explanations regarding the use of imperative sentences:

1. Command

The command is one of the most commonly used imperatives. Command imperative sentence is a sentence that used when we want someone to do something.⁴³ In order to form an imperative sentence, if the imperative is an activity or action then it must be expressed in an infinitive verb and if the imperative is not an activity or action it is usually an adjective or adverb then before the imperative word.

Examples:

Do your homework!

⁴² Chaer, *Sintaksis Bahasa Indonesia: Pendekatan Proses* (Jakarta: Rineka Cipta, 2015).

⁴³ Otong Setiawan Djuharie, *Functional English Grammar Memahami Dan Menerapkan Tata Bahasa Inggris Lewat Eksplorasi Model Dan Latihan*, I (Bandung: Yrama Widya, 2008).

Stay here!

Be the best!

Be careful!

2. Request

Request is a request in the form of a refined imperative that usually elicits the word “please”. Different from command sentences, request sentences are not used to rebuke, yell, or scold.⁴⁴ The request sentence pattern is formed by adding the word please to the command pattern.

Examples :

Please don't stay here/don't stay here please!

Please love them/love them, please!

Please don't be late/don't be late, please!

3. Polite Request

Polite request is structured similar to procedure texts, highlighting the importance of politeness and respect in communication.⁴⁵ Polite request is a request with an act of language politeness in which the form of the request gives rise to expressions such as the followings:

Would you like to be quite, please?

Can you be patient , please?

Will you sing, please?/will you please sing?

⁴⁴ Djuharie.

⁴⁵ Djuharie.

4. Prohibition

The imperative sentence as prohibition in prohibition, the speaker forbids the listener to do something. It is concerned with the negative imperative.⁴⁶ It means that prohibition is imperative sentence that aimed at someone not to do something.

Examples :

Don't go anywhere!

Don't stand up!

Don't take it!

5. Instruction and Direction

imperative sentences serve as powerful tools for communication, particularly for giving instructions and directions. In giving instruction and direction, speaker usually give the step how to do something.⁴⁷

For examples:

Give instruction how to

Make a cup of coffee!

Make a fried rice!

6. Suggestion

A suggestion that the speaker and the hearer go together, and so in meaning is very like French first imperative. Use why don't you and the best form to give advice to another person. And put a

⁴⁶ Djuharie.

⁴⁷ Rown Cown, *The Teacher's Grammar of English: A Course Book and Reference Guide* (Cambridge: Cambridge University, 2008).

question mark at the end of sentences with why don't we and why don't you.

Examples :

Why don't we go to my house?

Why don't you look on the internet?

Use let's or let's not and the best form for suggestion that include you and other.

Let's go!

Let's listen to music!

Let's go no!⁴⁸

From the explanation above, it can be conclude that there are six the use of the imperative sentence, including: 1) command imperative sentence, 2) requesting imperative sentence, 3) polite requesting imperative sentence, 4) prohibiting imperative sentence, 5) instructing imperative sentence and 6) suggesting imperative sentence.

c. Types of Imperative Sentence

According to Djuharie, imperative sentences in English can be divided into two main categories based on their nature namely, positive imperatives sentences and negative imperatives sentences.⁴⁹ To be clear it can be explained below:

⁴⁸ Cown.

⁴⁹ Djuharie, *Functional English Grammar Memahami Dan Menerapkan Tata Bahasa Inggris Lewat Eksplorasi Model Dan Latihan*.

1. Positive Imperatives Sentences

The affirmative or positif is the most frequently used imperative sentence in English. This type of imperative sentence often used for command, requests giving a direction someone for doing something.⁵⁰ It is type of imperative sentence can be used to direct someone or even threaten someone.

Example:

Save your energy

Call me!

Close the door!

In the example of the positive imperative sentence, it shows if the speaker commands the listener to save his energy so that their plan works according to their expectations. This type of imperative sentence explains the imperative sentence as a command, when an imperative sentence has a function as a command it will clearly show the difference in power between the listener and the speaker. From the command that the speaker to the listener certain that the speaker wants something that the listener must do.

2. Negative Imperatives Sentences

Negative imperative sentences used when the speaker forbids the hearer from doing something. Negative imperative sentences are

⁵⁰ Linggar Lanka Rambu Tirany, "An Analysis of Imperative Sentences in Eternals Movie Script" 6356 (2023).

marked with the words don't or do not.⁵¹ Based on the quotation above it can be conclude that negative imperative sentences is a sentences that was given by the speaker to the hearer.

Example :

Do not go there!

Do not touch the food!

Stop making that noise!

The sentence above explain that the speaker forbids the hearer to go somewhere for any reason. it is tell the subject to not do something.

d. Forms of Imperative Sentence.

Imperative sentences are sentences that can be devided into several forms. The are several forms of imperative sentences, in the following are:

1. Imperative without subject.

Generally, an imperative sentence does not need visible subject, since it is understood as the second person, the main verb in an imperative is always in its bare infinitive form.⁵²

For examples :

Look at me!

Sit down!

Stand up!

⁵¹ Tirany.

⁵² Cown, *The Teacher's Grammar of English: A Course Book and Reference Guide*.

Both sentences have the same meaning, and addressed to the same subject. The difference is in the appearance of the subject. Sentence a) does not put the subject, but it clearly refers to the second person. Sentence b) puts 'you' as the subject. Therefore, it is considered that imperative has a subject as supplementary.

2. Imperative with Subject.

For some time, it has been claimed that imperatives have an underlying subject 'you'. In other words, while an imperative sentence may have no visible subject, the second person singular or plural pronoun you is nevertheless understood to be the subject of the sentence.⁵³

For examples:

You wash the dishes!

Everyone come in!

You look at me!

The English imperative is often described as virtually in the second person, even if seemingly addressed to a third person. Imperatives can appear with subjects that behave as if they were third person.

3. Imperative using Let

The subjects used in this type of imperative are the first and third person.

⁵³ Cown.

For examples:

Let me see!

Let me try!

Let's go⁵⁴

In everyday English let's is sometimes also used for first person singular imperative; Let's give you a hand. There are no second person imperatives with let.

B. The Review of Related Findings.

This research is not the first research. There are some related findings to this research, the researcher had done below:

The first, Mustaqim stated that there was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade of MTs Sriwijaya east lampungin the academic year of 2018/2019. Based on the data analysis computed by using SPSS, it was obtained that Sig = 0.004 and = 0.05. it means that Ha is accepted because Sig = 0.05. based on the research, it was suggested that to have a good in writing procedure text, students should have a good mastery of imperative sentence.⁵⁵

The second, Ariyanti obtained the result of those research are: sum score of imperative sentence is 4670. Whereas sum score of writing procedure text is

⁵⁴ Michael Swan, "Practical English Usage: Oxford: Oxford University Press," *Recherche et Pratiques Pédagogiques En Langues de Spécialité - Cahiers de l APLIUT* (New York: Oxford university Press, 2005).

⁵⁵ Muhammad Arif Mustaqim, "The Correlation Between Students' Imperative Sentence Mastery and Their Ability in Writing Procedure Text At the First Semester of the Ninth Grade of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019" (UIN Raden Intan Lampung, 2018), [http://repository.radenintan.ac.id/5083/1/Arif 1411040298.pdf](http://repository.radenintan.ac.id/5083/1/Arif%201411040298.pdf).

4257. The final result from formula of pearson product moment correlation was 0.563. The result obtained from computation was higher than the value of table correlation at the significance 5% or 1% ($0.563 > 0.273$ or $0.563 > 0.354$). based on the result, it can be concluded that there was correlation between students' mastery of imperative sentence and their ability in writing procedure text.⁵⁶

The third, Mandela stated that there was low correlation between the ability of imperative sentence and writing skill of procedure text. Based on the statistical analysis, it was found that the correlation coefficient or the *r-value* (0.294) was lower than *r-table* (0.355). Then, the level of probability (*p*) significance (sig.2-tailed) was 0.0000. It means that *p-value* (0.000) was lower than 0.05.⁵⁷

The last, Marliani stated that there is significant correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Singingi Regency. From the research findings the score of pearson product moment (*r*) is 0.685 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.⁵⁸

⁵⁶ Anik Ariyanti, "The Correlation Between Students' Mastery of Imperative Sentence and Their Ability in Writing Procedure Text (A Study of the Ninth Grade Students of MTs N Salatiga in the Academic Year 2017/2018)" (IAIN Salatiga, 2017), <http://e-repository.perpus.uinsalatiga.ac.id/2124/>.

⁵⁷ Rico Mandela, "The Correlation Between the Ability of Imperative Sentence and Writing Skill of Procedure Text of Ninth Grade Students At SMP Azhariah Palembang" (University of Tridianti Palembang, 2020), [http://repository.univ-tridianti.ac.id/2317/1/BAB I REPOSITORY.pdf](http://repository.univ-tridianti.ac.id/2317/1/BAB%20I%20REPOSITORY.pdf).

⁵⁸ Depi Marliani, "The Correlation Between Imperative Sentence Mastery and Procedural Text Writing Ability At the First Year Students of SMAN 1 Kuantan Mudik Kuantan Singingi

Related to those researches and statement, it concludes that there is the relationship between both variables imperative sentences mastery and writing procedure text of students'. This research examines the correlation between imperative sentence mastery and writing procedure text. This research differentiated in location and time of the research.

C. The Framework of Thinking.

Procedure text is a type of text that contains steps or instruction about how something should be done or completed. This text guides the reader to do something based on the instructions given in the text. The characteristics of a procedural text are that there is a work guide in the process of something according to a procedure or in sequence.

Imperative sentence is a sentence that gives an order to do something, it has the function of asking or forbidding someone to do something. Imperative is a type of sentence used to affect someone's action and usually express the desire to give order and command. Imperative sentence is used to give commands, make polite request and give directions.

Procedure texts and imperative sentences are related in conveying instructions and instructions. Procedures are designed to provide steps in completing a task, and imperative sentences are used to direct readers to perform certain actions. The use of imperative sentences ensures that the instructions are delivered clearly and directly, making it easier for the reader to

follow the steps. Imperative sentence is very important because it contains the characteristic or language features of the procedure text.

Based on the explanation above, assume that there is the significant correlation between the students imperative sentence mastery and writing procedure text.

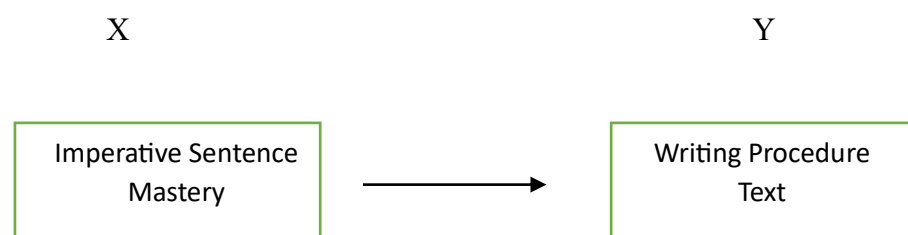


Figure II. 3 The Correlation Between Imperative Sentence Mastery and Writing Procedure Text

D. The Hypothesis of Research.

The hypothesis is the provisional result of the research. The hypothesis of this research are:

1. There is a significant correlation between imperative sentence mastery and writing procedure text of the IX grade students of SMP N 1 Barumun.
2. There is no significant correlation between imperative sentence mastery and writing procedure text of the IX grade students of SMP N 1 Barumun.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research.

The research was carried at SMP N 1 Barumon Padang Lawas. It is located at Jl. Kihajar Dewantara No.45, Bangun Raya, Kec. Barumon, Padang Lawas Regency, North Sumatera 22763. The research time was conducted from Mei 2024 until completion.

B. Research Method.

This research includes research that uses quantitative research or statistical data analysis using correlational research. Correlation research is a study to determine the relationship and level of relationship between two or more variables.⁵⁹ In the correlational research the data collected and analysed using statistical analysis. The method used in this research uses a descriptive method. Descriptive method is a form of research to describe the phenomena that happened like natural phenomenon of fictive phenomena.⁶⁰ So, descriptive method is to describe the correlation between two variables.

Based on the explanation above, it conclude that this research is intended to describe and analyze the correlation between imperative sentence mastery and writing procedure text.

⁵⁹ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan*, ed. Mara Samin Lubis (Medan: Citapustaka Media, 2016).

⁶⁰ Sulaiman Saat and Siti Mania, *Pengantar Metodologi Penelitian*, ed. Muzakkir, edisi revisi (Gowa: Pusaka Almaida, 2020).

C. Population and Sample.

a. Population

The population in this study are IX grade students of SMP N 1 Barumun Padang Lawas. Which class IX students consist of two classes with 47 students. The population is shown in the table below:

Table III. 1
The population of the IX Grade SMP N 1 Barumun

No	Class	Students
1	IX-1	25
2	IX-2	22
Total Population		47

b. Sample

Sample is a part of population that will be researched. It is the part of quantity and characteristic of the population. The sample was selected by using random sampling technique because at the IX grade students of SMP N 1 Barumun applied the same curriculum, the same teachers, the same books used. So, they are called homogeneous with the tittle of this research. Its means, all the population of subject have the opportunity to select a sample.

To take the sample, the researcher used Slovin's formula which explain as follow:

$$n = \frac{N}{1 + N\alpha^2}$$

n = minimum sample size

N = the total of population

α = the significance level.⁶¹

So, this research used the formula above to determine the sample size, with the significance level $\alpha = 0,1$ (10%) as follows:

$$n = \frac{47}{1+(47)(0,1)^2}$$

$$n = \frac{47}{1+(47)(0.01)}$$

$$n = \frac{47}{1.47}$$

$$n = 31.9 \text{ rounded } 32$$

This research used the way by using lottery. Where the name of all the students were written on a piece of a paper. Then the paper put into the small box and shaken then out as much as need. From the explanation above, it can be said that all the number of samples were 32 students. After the names were taken from the box, the researcher got the numbers from each class, they were 17 students from IX-1 and 15 students from IX-2, it can be seen in the following table:

Table III. 2
Sample of the Research

No.	Class	Students
1.	IX-1	17
2.	IX-2	15
Total		32

⁶¹ Rahmi Ramadhani and Nuraini Sri Bina, *Statistika Penelitian Pendidikan Analisis Perhitungan Matematis dan Aplikasi SPSS*, 1st ed. (Jakarta: KENCANA, Juli 2021).p.168.

D. Definition of Operational Variables.

To avoid misunderstanding, this research was consisted of two variables, the key terms of this research were imperative sentence mastery and writing procedure text. The explanation of these variables as follow:

1. Writing Procedure Text

Writing procedure text is a process or effective way of express opinion or idea in written text that contains steps or instruction about how something should be done.

2. Imperative Sentence Mastery

Imperative sentence mastery is a sentence that speaker used to express direct command, invitation, asking or forbidding listener for doing something.

E. Instrument of the Research.

Data for this study was used two test as the instruments. The instrument of the test in this research were essay test and multiple choice test. Essay test was used for measuring writing procedure text and multiple choice test was used for measuring imperative sentence mastery of the students.

1. Essay Test.

Essay tests are a type of subjective test that requires students to organize and express their answers in the form of sentences or paragraphs. This study the researcher used essay test for testing writing procedure text of the students. This research have given a test in the form of essay test

based on the instruction or asked the students to made a procedure text. The indicator of writing test can be seen on the table below:

Table III. 3
Indicators of Procedure Text Writing⁶²

No.	Indicator	Level	Criteria	Score 1-4
1	Social function	Excellent	The social function of the text is very clear.	4
		Good	The social function of the text is clear.	3
		Fair	The social function of the text is quite clear.	2
		Poor	The social function of the text is not clear.	1
2	Generic structure	Excellent	The generic structure of the text are clear, complete and sequential.	4
		Good	The generic structure of the text are clear, complete and almost sequential.	3
		Fair	The generic structure of the text are clear, complete and not sequential.	2
		Poor	The generic structure of the text are not clear, and not sequential	1
3	Grammatical features	Excellent	The grammatical features of the text are very complete.	4
		Good	There are 3-5 the grammatical features of the text.	3
		Fair	There are only 2 the grammatical features of the text.	2
		Poor	There is no the grammatical features of the text at all.	1

Source: English Text Book: Think Globally Act Locally: Buku Guru

⁶² Siti Wachidah, Yuli Rulani Khatimah, and Diyantari, *Bahasa Inggris, Think Globally Act Locally : Buku Guru*, 2015.

$$\text{Assessment: } \frac{\text{student's score}}{\text{score maximum}} \times 100$$

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 3. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. The maximum score = $4 \times 3 = 12$. So, the final score is $\frac{12}{12} \times 100 = 100$.

The level of score of the result students test interpreted as very good, good, enough, less.⁶³ Below is a table as an example of level the score:

Table III. 4
Level of the score

No.	Description	Prediction	Interval
1	Very good	A	86-100
2	Good	B	71-85
3	Enough	C	56-70
4	Less	D	≤ 55

2. Test.

Test is one of a tool that contains a number of question to measure knowledge, intelligence, and ability. The indikator of question was taken from Djuharie's theory about imperative sentences. The indicator consist of identify command imperative sentence, identify request and polite request imperative sentence, identify instruction imperative sentence, suggestion imperative sentence and prohibition imperative sentence. To get the data of students' imperative sentence mastery, this research used the multiple choice

⁶³ Wachidah, Khatimah, and Diyantari.

test. Which form of multiple choice is with four options a, b, c, and d. In this research there was 50 items test, the credit of items was 2 score for each items. Thus, the maximum score of test is 100. The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B = number of question answers correctly

N = number of questions.⁶⁴

$$\text{Score} = \frac{1}{50} \times 100 = 2$$

Based on the explanation above, it can be seen that the credit of items of this research test is 4. The indicators and numbers of items can be seen in following table:

Table III. 5
Indicators of Imperative Sentence Mastery

No	Indicators	Sub Indicators	Sub-Sub Indicators	Number of Item	Total of Item
1	Command	The students are able to identify command imperative sentence	Verbal sentence	1, 2, 4, 5, 8, 9, 10, 17, 18, 21, 22, 35, 38, 39,	14
			Nominal Sentence	3, 48, 49,	3
2	Request and polite request	The students are able to identify request and polite request imperative sentence	Verbal sentence	7,16, 20, 24, 25, 29, 34, 36, 37, 45,	10
			Nominal Sentence	31, 32, 33,	3
		The students are	Verbal	11, 12, 14, 19,	8

⁶⁴ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media*, pertama (Bandung: Ciptapustaka Media, 2014).

3	Prohibition	able to identify prohibition imperative sentence	sentence	27, 30, 40, 41	
			Nominal Sentence	13, 26, 42, 50	4
4	Instruction	The students are able to make instruction imperative sentence	Verbal sentence	15, 43, 44, 46, 47,	5
5	Suggestion	The students are able to identify suggestion imperative sentence	Verbal sentence	6, 23, 28,	3
TOTAL					50

F. Validity and Reliability Instrument.

To test the research instrument, the instrument validity test was used and instrument reliability test as follows:

1. Validity

Validity is used to see the correctness of an instrument and to see the measurement of it. The instrument that will be used must be valid. In this research the validity is identify for multiple choice test and essay test.

a. Essay Test.

This research used construct validity in this reseach. Sugiono state that construct validity testing can use the expert opinion by asking for the opinion regarding the instrument and it has been measured based on a certain theory.⁶⁵ To make sure construct validity, it is essential for a

⁶⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 19th ed. (Bandung: Alfabeta, 2013).

measurement to comprehensively sample both the subject matter and the cognitive processes included in the content universe being examined.

So, In this study the essay test (written test) validated by checking the instrument to the one of the writing lecturer of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

b. Test .

This reseach used item validity in order to find out the validity of the multiple choice test instrument. The calculation of multiple choice test validity used the correlation formula from SPSS V. 26. There are two criteria for determined validity of test items, as follows:

- a) If r value $>$ r table at the significance of 5%, it means that the instrument is valid.
- b) If r value $<$ r table at the significance of 5%, it means that the instrument is not valid.

The Formula:

$$r_{xy} = \frac{N \sum X - (X)(Y)}{\sqrt{N \sum X^2 - \{N \sum Y - \sum Y^2\}}}$$

Notes:

r_{xy} = Correlation coefficient between variables X and Y

X = Question item score

Y = Question Score

N = The number of subjects with X scores and Y scores

Because in this validity test the respondents are 23 students and the significance level used 5%, so the result of r_{table} was 0.265 (see appendix)

from the criteria of test validity above, there were 50 items valid of test valid and 5 items were not valid.

Table III. 6 Items of test after result of validity

Items Valid	Items Not Valid
Questions Number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55.	14, 20, 28, 38, 45.
Total Items Valid 50 items	Total Items Not Valid

2. Reliability

Reliability test refers to the consistency of the instrument even though is used repeatedly in a deffrent time.⁶⁶ The calculation of multiple choice test reliability use the correlation formula from SPSS V. 26. The are two criteria to determine the reliability of test items, as follows:

- 1) If $\alpha \text{ cornbach} > r \text{ table}$ at the level of significance 5%, it means that the instrument is reliable.
- 2) If $\alpha \text{ cornbach} < r \text{ table}$ at the level of significance 5%, it means that the instrument is not reliable.

The formula:

$$r_n = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum si^2}{st^2} \right)$$

Notes

r_n = test reliability coefficient

n = the number of items issued in the test

$\sum si^2$ = the number of variance scores for each item

st^2 = total variance

⁶⁶ Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

G. Technique of Collecting Data.

The data have been collected at the IX grade students of SMP N 1 Barumun Padang Lawas. In collecting the data of the research, researcher used a multiple choice and written test to get the data. In order to collect the data, the researcher would follow some steps, they are:

- a. The researcher will prepare the instrument.
- b. The researcher asks to students for their attention and participation.
- c. The researcher share the multiple choice test to students and ask them to answer directly.
- d. The researcher collect all the multiple choice test that have answered by them.
- e. The researcher share a paper for written test to the students, so students are asked for writing procedure text.

From these instruments, the researcher had known how imperative sentence mastery and how writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas.

H. Technique of Analysing Data.

After the processed of data collection, the researcher analyzed the data by using quantitative data. In quantitative research the most suitable analysis was using the statistical process and following steps:

- 1) Identified and corrected the answers the subject research from the test.

2) Identified mean, median, and modus by using SPSS V.26 to arrange and to categorized the score of variable X and Y. According to Sugiyono⁶⁷, his three formulas above are explained as follows:

a. Mean

The formula is:

$$Me = \frac{\sum f_i x_i}{\sum f_i}$$

b. Median

The formula is:

$$Md = b + p \left(\frac{\frac{1}{2} n - F}{f} \right)$$

c. Mo = b + p $\left(\frac{b_1}{b_1 + b_2} \right)$

Table III. 6
Interpretation of Mean Score

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

Source: Anas Sudijono

3) Identified the Normality Test.

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher calculate by using SPSS V.26. with the formula is:

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

⁶⁷ Sugiyono, *Statistika Untuk Penelitian*, 27th ed. (Bandung: ALFABETA, 2023).

x^2 = value of chi-square
 f_o = observed frequency
 f_e = expected frequency⁶⁸

4) To test Hypothesis

This research used T-test to examine the hypothesis. This research used independent sample with SPSS V.26. The result can be seen from the mean score. The formula is:

$$T_{\text{count}} = t \sqrt{\frac{n-2}{1-(r_{xy})^2}}$$

5) To examine the significances of variables

To examine the significances correlation between variable X and variable Y calculate by using SPSS V.26. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

6) To know the contribution coefficient data termination variable.

To know the contribution of coefficient correlation between variable X and Y, the researcher use formula of determinant correlation as follow:

$$CD = r^2 \times 100\% \quad ^{69}$$

Where:

CD = contribution of coefficient determination
 r = coefficient correlation

The result should been appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

⁶⁸ Sugiyono.

⁶⁹ Darwyan Syah, Supardi, and Abdul Azis Hasibuan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2010).

Table III. 7
Interpretation Coefficient Correlation of X and Y⁷⁰

Coefficient Interval	Relation Degree
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Average
0.50-0.799	Strong
0.80-1.000	Very Strong

Source: Adam Malik

⁷⁰ Adam Malik, *Pengantar Statistika Pendidikan* (Yogyakarta: Deepublish, 2018).

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher discussed the result of this research about the correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas in academic year 2023/2024. The researcher used the formula of product moment to analyze the data of imperative sentence mastery and writing procedure text. The research data is described as follow:

A. Description of the Data.

In this research, the variable (X) is imperative sentence mastery and variable (Y) is procedure text mastery. The result and score from both of them below:

1. Imperative Sentence Mastery

After calculating the score, it was gotten that the lowest score was 40 and the high score was 96. To complete this research data, the researcher also calculated that the mean score was 67.00, the median score was 67.00, the mode score was 60 (see appendix 12). Mean score is the score which represent the general value that was achieve by rhe students. Median is the middle score which devided a distribution data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that imperative sentence mastery at IX grade students of SMP N 1 Barumun P adang Lawas has been gotten as table below:

Table IV. 1
The Resume Score of Students' Imperative Sentence Mastery

No.	Statistic	Variable X
1	The highest score	96
2	The lowest score	40
3	Range	56
4	Interval	10
5	Mean score	67.00
6	Median score	67.00
7	Mode	60
8	Standard deviation	12.649

Based on the table above, it showed that mean was 67.00. It means that the students' imperative sentence mastery is enough category. To know the revelation of data done in variable X, score of imperative sentence mastery which total classes were 6 and interval was 10.

Then, the computed frequency distribution of students, score is applied into table frequency distribution as follows:

Table IV.2
The Frequency Distribution of Imperative Sentence Mastery

No	Interval	Mid-Point	frequency	Percentage
1	40-49	44.5	3	9.38%
2	50-59	54.5	4	12.50%
3	60-69	64.5	11	34.38%
4	70-79	74.5	9	28.13%
5	80-89	84.5	4	12.50%
6	90-99	94.5	1	3.13%
i = 10			32	100%

Based on the table above, it was known that the variable revelation of students' imperative sentence mastery showed that respondent on interval 40-49 were 3 students (9.38%), interval 50-59 were 4 students (12.50%), interval 60-69 were 11 students (34.38%), interval 70-79 were 9 students (28.13%), interval 80-89 were 4 students (12.50%), interval 90-99 was 1

student (3.13%), in order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

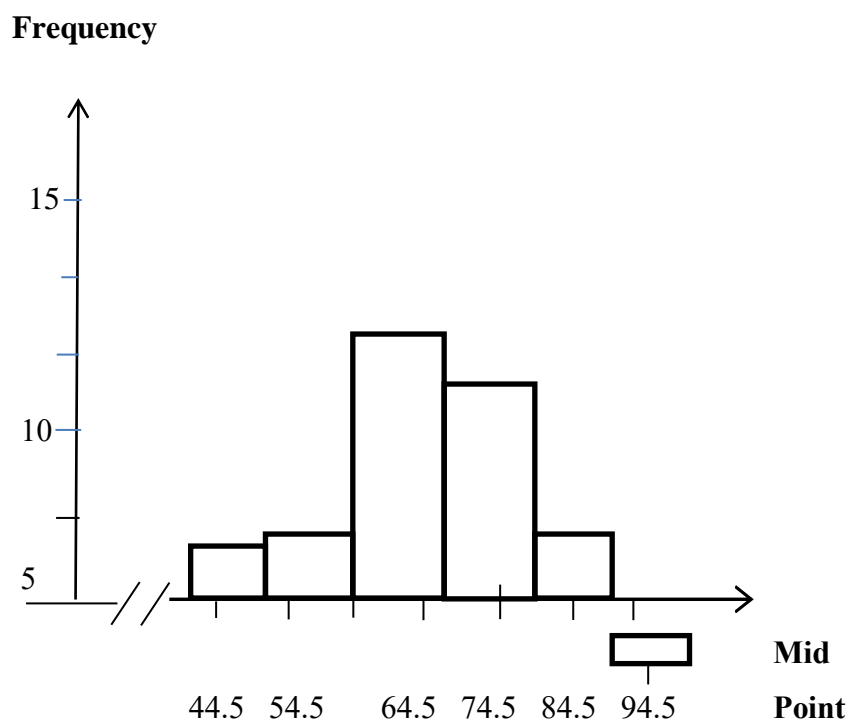


Figure IV. 1 Description of Imperative Sentence Mastery

From the histogram above, it can be seen that the highest frequency is 11 in mid-point 64,5 and the lowest frequency is 1 in the mid-point 94,5.

2. Writing Procedure Text.

The resume score of variable Y that students' writing procedure text at IX grade students of SMP N 1 Barumon Padang Lawas has been gotten as table below:

Table IV. 3
The Resume Score of Students' Writing Procedure Text.

No	Statistic	Variable Y
1	The highest score	92
2	The lowest score	42
3	Range	50
4	Interval	9
5	Mean score	70.13
6	Median score	67.00
7	Mode	67
8	Standard deviation	10.942

From the table above, the researcher got the highest score was 92, lowest score was 42, mean score was 70.13, median score was 67.00, mode score was 67 (see appendix 12). The calculation of mean score students' writing procedure text was good in category. To know the revelation of data done in variable Y, score of writing procedure text with the total classes were and interval was . The computed of the frequency of students' score is applied into table frequency distribution as follows:

Table IV. 4
The Frequency Distribution of Writing Procedure Text

No	Interval	Mid-Point	frequency	Percentage
1	42-50	46	2	6.25%
2	51-59	55	4	12.50%
3	60-68	64	12	37.50%
4	69-77	73	8	25.00%
5	78-86	82	4	12.50%
6	87-95	91	2	6.25%
i = 6			32	100%

Based on the table above, it was known that the variable revelation of students' writing procedure text presented that the respondent in interval 42-

50 were 2 students(6.25%), interval 51-59 were 4 students 12.50%, interval 60-68 were 12 students (37.50%), interval 69-77 were 8 students (25.00%), interval 78-86 were 4 students (12.50%), interval 87-95 were 2 students (6.25%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

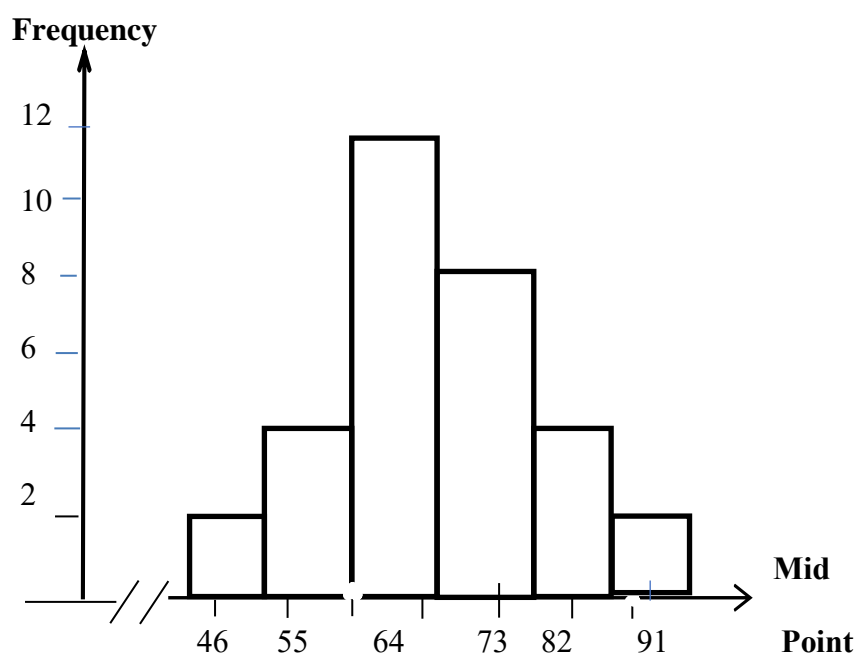


Figure IV. 1 Description of Writing Procedure Text

From the histogram above, it can be seen that the highest frequency are 12 in the mid-point 64 and the lowest frequency is 2 in the mid-point 46 and 91.

B. Data Analysis

1. Normality test

Normality data was calculated using SPSS V.26 Shapiro Wilk test because the number of samples in the study was 32 students, the significance level was 5% or 0.05. It means that data X and Y were distributed normal.

Table IV. 5
Normality Test of Data X and Y

Tests of Normality							
	value	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
students' result	imperative result	,099	32	,200*	,983	32	,871
	procedure result	,200	32	,002	,939	32	,069
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, the researcher found that shapiro wilk $>5\%$ ($0.871 > 0.05$) in variable X. It was also found in variable Y, that shapiro wilk $>5\%$ ($0.069 > 0.05$). So, the distribution of data X and Y (imperative sentence mastery and writing procedure text) is normal.

2. Hypothesis test.

The aim of hypothesis test was to determine the correlation between imperative sentence mastery and writing procedure text of the IX grade in SMP N 1 Barumun Padang Lawas. Based on the result, to analyse the hypothesis the researcher used Pearson Product Moment with using SPSS V26.

Table IV.6
Product Moment Test

Correlations			
		imperative result	procedure result
imperative result	Pearson Correlation	1	,762**
	Sig. (2-tailed)		,000
	N	32	32
procedure result	Pearson Correlation	,762**	1
	Sig. (2-tailed)	,000	
	N	32	32

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

The result of calculation using SPSS obtained a correlation coefficients $r_{xy} = 0.762$. The result showed that there was a correlation between imperative sentence mastery and writing procedure text of IX grade students of SMP N 1 Barumun Padang Lawas was strong in category. It has been written in the table of coefficient correlation interpretation below:

Table IV. 7 The Criteria of Correlation Score

Coefficient Interval	Relation Degree
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Average
0.60-0.799	Strong
0.80-1.000	Very Strong

The result in the table of XY interpretation is “strong” category. It means when the students have high imperative sentence, it will affect to their writing procedure text, to make them will also have increasing in writing.

To look for the contribution of variable X to variable Y as follows:

$$\begin{aligned}
 CD &= r^2 \times 100\% \\
 &= (0.762)^2 \times 100\% \\
 &= 0.5806 \times 100\% \\
 &= 58.06\%
 \end{aligned}$$

On the calculating above, it is found that the contribution of imperative sentence toward writing procedure text was 58.06% and 41,94% influenced by other variables. Testing the truth of significant correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 8 Hypothesis Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	procedure result - imperative result	3,125	8,292	1,466	,135	6,115	2,132	31	,041

Then, the researcher calculated that t_{count} was 2.132, dk was $(32-2)=30$, and level significant was 5% (0.05). So, $t_{\text{count}} > t_{\text{table}}$ ($2.132 > 1.696$). It means that there was a significant correlation between two variables and hypothesis was “accepted”.

C. Discussion of the Result.

There some factors of writing procedure text they are media, classroom activities, classroom management, teacher's strategy, teachers approach, and materials specifically imperative sentence. This research discussed with the theory and distinction in related findings that has been stated by researcher. The result of the research proved theory from Riswanto⁷¹ and Knapp and Watkins⁷² which stated that one of the grammatical or language features of writing procedure text is commonly using imperative senntence.

After doing the research, this research found that the correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas was in high correlation. There are some previous researches that relevant to this research.

The first research is by Mandela.⁷³ The result of this research, it was found that the r-value (0.294) was lower than r-table (0.355). from the result of Mandela's research has simillarities and differences with this research, it can be seen from the population which is ninth grade students. The differences can be seen from the result of the research it is 0.294 and the result of this research is 0.762. it means that imperative sentence has significant correlation to writing procedure text.

⁷¹ Riswanto, *Writing Genre*, ed. Kasmairi (Yogyakarta: Deepublish publisher, 2022).

⁷² Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assesing Writing*, ed. University of New South Wales (Australia, 2005).

⁷³ Rico Mandela, "The Correlation Between the Ability of Imperative Sentence and Writing Skill of Procedure Text of Ninth Grade Students At SMP Azhariah Palembang" (University of Tridianti Palembang, 2020), <http://repository.univ-tridianti.ac.id/2317/1/BAB I REPOSITORY.pdf>.

The second research was done by Mustaqim that the research has similarities and differences with this research findings show students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade of MTs Sriwijaya east Lampung the result of the data analysis showed that the value of significant generated Sig ($P_{\text{value}} = 0.004 > 0.05$).⁷⁴ It means that there was positif correlation between two variables. There are similarities and differences with this research. One of the similarities is that the variables are correlated and the differences can be seen from the number of samples, the samples in Mustaqim's research amounted to 28 students and the samples in this research amounted to 32 students.

The last research is by Ariyanti.⁷⁵ The students' mastery of imperative sentence and their ability in writing procedure text have a correlation, there was 0.57 classified in average relationship through procedure of formula of product moment correlation. There are similarities such as the type of the research and the instrument used in the research. There are differences in the result of the research the correlation in strong category (0.787), while research by Ariyanti the result of the research the correlation in average category (0.57).

Based on explanation, it was provided that this research about imperative sentence mastery and writing procedure text was rather same with other

⁷⁴ Muhammad Arif Mustaqim, "The Correlation Between Students' Imperative Sentence Mastery and Their Ability in Writing Procedure Text At the First Semester of the Ninth Grade of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019" (UIN Raden Intan Lampung, 2018), [http://repository.radenintan.ac.id/5083/1/Arif 1411040298.pdf](http://repository.radenintan.ac.id/5083/1/Arif%201411040298.pdf).

⁷⁵ Anik Ariyanti, "The Correlation Between Students' Mastery of Imperative Sentence and Their Ability in Writing Procedure Text (A Study of the Ninth Grade Students of MTs N Salatiga in the Academic Year 2017/2018)" (IAIN Salatiga, 2017), <http://e-repository.perpus.uinsalatiga.ac.id/2124/>.

although it was in this different location. In other words it was supported by this research and it is proved imperative sentence mastery has a significant correlation in writing procedure text. From hypothesis testing of the research, it was found that imperative sentence mastery has significant correlation in writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas in strong category.

This fact can be seen from correlation coefficient $r_{xy} = 0.762$ and r_{table} on $5\% = 0.349$. based on calculation of t_{count} the result was $r_{count} > r_{table}$ ($0.762 > 0.349$). the alternative hypothesis (H_a) was accepted whereas the null hypothesis (H_o) was rejected because the value of $t_{count} > t_{table}$ ($2.132 > 1.696$). So, it is proved imperative sentence mastery has significant correlation in writing procedure text.

D. Threats of the Research.

The threat of this study is that is cannot be ascertained that students answered the questionnaires and tests according to their abilities and it cannot be ascertained how serious and concentrated the students were in answering all the questions given. Therefore, their answers may not fully correspond to what they know and feel.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This chapter described a brief result of data about the correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas. Based on the result of the research that have been done, it could be concluded that:

1. After calculating the students' score in imperative sentence mastery, it was found that the total mean score was 67.00 . It can be known that imperative sentence mastery at IX grade students of SMP N 1 Barumun Padang Lawas was enough.
2. After calculating the students' score in writing procedure text, it was found that the total mean score was 70.13. It can be known that writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas was good.
3. The correlation between imperative imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas was in "strong" category. It was determined from the value of the correlation Product Moment $r_{xy} = 0.762$, because $r_{count} > r_{table}$ ($0.762 > 0.349$) on significant level 5%. The alternative hypothesis (H_a) was accepted whereas null hypothesis (H_o) was rejected because $t_{count} > t_{table}$ where t_{count} was 2.132 with $dk = N-2 = 32-2 = 30$ higher than t_{table} on significant 5% = 1.696 or ($2.132 > 1.696$) . It means that there was a significant correlation between imperative sentence mastery and writing procedure text at IX grade students of SMP N 1 Barumun Padang Lawas.

B. Implications.

Based on the research conducted under the title "The Correlation Between Imperative Sentence Mastery and Writing Procedure Text at IX grade students of SMP N 1 Barumun Padang Lawas" then the following implication can be drawn from the result of the study include:

1. Based on the result of the research show that the students should understand about imperative sentence to enable achieve the competence of writing procedure text. It means one of the factors to write procedure text is mastery of imperative sentence. Therefore, the students will be easier to write procedure text correctly, if they master it.
2. Based on the theory that has formulated by researcher, it can be seen that imperative sentence and writing procedure text have relationship and imperative sentence is important things in instructions to create procedure text.

C. Suggestions.

The researcher got much informations in English teaching and learning after finishing this research. From this research, researcher saw some things need to be improved. It makes the researcher give some suggestions, as follow:

1. From the result of researcher it is as the information for the headmaster to motivate or support English teacher to teach well and provide facilities involves with learning English.

2. The English teacher should give motivation to students and give information about the important in learning English, especially to learn about imperative sentence and writing procedure text.
3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the other influence of English achievement. In order to motivate readers more critics and consider whatever they read.

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Appendix 1

Instrument of Writing Test

Instruksi:

1. Write down procedure text about how to make cake, coffee, fried rice, pudding, fruit salad, milk tea.
2. Write the text belong to generic structures.
3. Write the text belong to grammatical features.

<i>Lembar Jawaban</i>
Name :
Class :
Time : 60 menit
Goal :
Materials :
Steps :

Validator

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Researcher

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APPENDIX 2

Instrument of Imperative Sentence Mastery

Petunjuk umum:

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Berilah tanda (x) pada pilihan yang anda anggap benar!

Name :


Class :

Choose the correct answer a, b, c, or d for the blank imperative sentence below.

- | | |
|--------------------------------------|-----------------------------------|
| 1. ... your teeth before sleeping. | b. Stopped |
| a. Brush | c. Walk |
| b. Close | d. Run |
| c. Brushing | 6. Lets ... go the the cinema. |
| d. Open | a. To go |
| 2. ... your shoes before entering to | b. Go |
| keep the house clean. | c. Going |
| a. Don't take off | d. Goes |
| b. Take off | 7. Please ... rise your hand. |
| c. Turn off | a. Raising |
| d. Turn on | b. Raise |
| 3. ... patient. Don't be in such a | c. Raised |
| hurry. | d. To raise |
| a. Be | 8. ... your teacher if you do not |
| b. Don't be | understand. |
| c. Had been | a. Asking |
| d. Been | b. Ask |
| 4. the door, so we can talk in | c. Asks |
| private. | d. To asking |
| a. Close | 9. ... your mother to clean your |
| b. Don't close | house |
| c. Open | a. Helping |
| d. Don't open | b. Help |
| 5. ... disturbing him! He is | c. Do not help |
| finishing his homework. | d. Helped |
| a. Stop | |

10. ... your book on the table before the teacher come.
- Putting
 - Put
 - Ask
 - Clean
11. ... to bed on a full stomach. It can cause acid reflux.
- Don't go
 - Go
 - Clean
 - Close
12. ... foot ball in the yard.
- Don't play
 - Don't enter
 - Don't speak
 - Don't walk
13. You always come late. Don't be ... again next time.
- Go
 - late
 - Lately
 - Come
14. The right prohibition sentence is
- Don't take jacket!
 - Be quite please!
 - Lending him the telephone
 - Carefully
15. Choose the correct instruction imperative sentence.
- Make a cup of tea.
 - Don't go anywhere.
 - Can you help me?
 - She is going
16. The dishes is very dirty. The mother said "..... the dishes please!"
- Wash

- Throw
 - Save
 - Look
17. hard and do the best answer. Tomorrow you will do the examination.
The appropriate verb to complete the utterance above is
- Study
 - Studied
 - Cheat
 - Cheated
18. Aul: Hi Aul, what can I do for you?
Ito : Hello aul, my friends and I want to borrow a dictionary.
Aul: All right. Here you are. Keep it clean and ... it back to me after school!
Ito : ok aul, Thank you
- Come
 - Came
 - Give
 - Gave
19. which of the following are imperative prohibition sentences.
- Take the picture please!
 - Give me your money
 - Don't look at me
 - Look at me
20. Please, me your phone number!
- Give
 - Gave
 - Giving
 - Given

21. The classroom is very dirty.
The teacher said "..... the floor please!
a. Take
b. Sweep
c. Open
d. Stand
22. Today is very hot. The teacher said " the door please!
a. Open
b. Take
c. Lock
d. Touch
23. Maryam: I feel hungry and thirsty.
Aisyah : me too
Maryam: let's to the cafeteria
Aisyah : ok
The appropriate verb to complete the dialog above is
a. Run
b. Go
c. Eat
d. Sit
24. Would you mind the rubbish into the dustbin please?
a. Give
b. Rise
c. Throw
d. Sit down
25. Teacher: please your book page 15 and read is ?
a. Put
b. Write
c. Give
d. Open
26. Umar and Malik come late to the school, the teacher said "don't be again please!
a. Lazy
b. Late
c. Noise
d. Sleepy
27. Keep your health and smoke!
a. Let's
b. Can
c. Don't
d. Do
28. this book if you want to know the answer of the question
a. Buying
b. Using
c. Reading
d. Read
29. Tomorrow is my birthday
Which request imperative sentence is suitable
a. Will you comes to my birthday?
b. Will you come to my birthday?
c. Don't come to my house
d. Come to my birthday
30. The prohibition imperative sentence that matches the activity in the picture below is

a. Cheat during exam!
b. Don't cheat during exam!

- c. Cheats during exam!
 - d. Answer the exam!
31. careful, please!. This road is very slippery.
- a. Be
 - b. Been
 - c. Have been
 - d. Have
32. Could you be, please?
- a. patient
 - b. Go
 - c. Walk
 - d. Sleep
33. Would you like to be..., please?
- a. Run
 - b. Patient
 - c. Sleep
 - d. Sweep
34. Which sentence is request imperative sentence?
- a. She is eating breakfast.
 - b. Please turn off the lights.
 - c. They are going to the park.
 - d. We are swimming in the pool.
35. Which sentence is not command imperative sentence.
- a. Write your name here.
 - b. go to the park.
 - c. Please sit down.
 - d. Stop talking.
36. Which of the following is request imperative sentence?
- a. You must be on time.
 - b. Please be on time.
 - c. You should be on time.
 - d. Are you on time?
37. Which sentence is not request imperative sentence?
- a. Pass me the salt, please!
 - b. Close the door, please!
 - c. Please close the door.
 - d. You are beatiful.
38. The right command sentence is
- a. My mother went to Jakarta two days ago.
 - b. Don't talk in this room!
 - c. Sit down!
 - d. Are you a new student?
39. Identify the command imperative sentence!
- a. She is walking to the store.
 - b. Close the window behind you.
 - c. They are reading a book.
 - d. What time is it?
40. Which sentence is prohibition imperative sentence?
- a. Turn of the lights.
 - b. Don't forget to call me.
 - c. Can you close the window?.
 - d. Sit down.
41. Which sentence is request imperative sentence?
- a. She goes to school every day.
 - b. Please close the door.
 - c. The cat sleeps on the bed.
 - d. He runs very fast.
42. Identify the request imperative sentence in this set:
- a. The sun rises in the east.
 - b. Please be on time

- c. They are writing their names.
- d. I am asking you to write your name.

43. Which imperative sentence is suitable to instruct this picture?



- a. Make an omelette
- b. Makes an omelette
- c. Make a cup of coffee
- d. Make a cake

44. Which imperative sentence is suitable to instruct this picture?



- a. Make a fride rice
- b. Make a cup of tea
- c. Make a cake
- d. Make a juice

45. Tomorrow is my birthday.
Which request imperative sentence is suitable?

- a. Will you comes to my birthday?
- b. Will you come to my birthday?
- c. Don't you come to my birthday?

- d. Let's come to my birthday

46. Choose the correct instruction imperative sentence.

- a. Make a cup of tea.
- b. Don't go anywhere.
- c. Can you help me?
- d. She is going

47. Which imperative sentence is suitable to instruct this picture?



- a. Make a fruit salad
- b. Makes a fruit salad
- c. Maked a fruit salad
- d. Make is an fruit salad

48. Practice well and the best winner. Tomorrow you will do competition

- a. Hard
- b. Doing
- c. Be
- d. Study

49. pattend! He will be here in a few seconds

- a. Be
- b. Do
- c. Been
- d. Being

50. the animals in the zoo

- a. Don't feed
- b. Don't cook
- c. Don't swim
- d. Don't read

APPENDIX 3

Form of Construct Validity for Writing Test

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/II

Penelaah : Rayendriani Fahmei Lubis, M.Ag

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria.
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Test

No	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII di semester I?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,

Validator

Rayendriani Fahmei Lubis, M.Ag

NIP.19710510 2000032001

Appendix 4

Validation result from excel

Pertanyaan Ke	r-hitung	r-tabel	Keputusan
1	0.5954	0.2656	Valid
2	0.2946	0.2656	Valid
3	0.3439	0.2656	Valid
4	0.2848	0.2656	Valid
5	0.4151	0.2656	Valid
6	0.2977	0.2656	Valid
7	0.3928	0.2656	Valid
8	0.5574	0.2656	Valid
9	0.4318	0.2656	Valid
10	0.5348	0.2656	Valid
11	0.3437	0.2656	Valid
12	0.4137	0.2656	Valid
13	0.2876	0.2656	Valid
14	0.2605	0.2656	Tdk Valid
15	0.5215	0.2656	Valid
16	0.3056	0.2656	Valid
17	0.4831	0.2656	Valid
18	0.3056	0.2656	Valid
19	0.4831	0.2656	Valid
20	0.0095	0.2656	Tdk Valid
21	0.5230	0.2656	Valid
22	0.3820	0.2656	Valid
23	0.5696	0.2656	Valid
24	0.3814	0.2656	Valid
25	0.5887	0.2656	Valid
26	0.3795	0.2656	Valid
27	0.4125	0.2656	Valid
28	0.2046	0.2656	Tdk Valid
29	0.3820	0.2656	Valid
30	0.2946	0.2656	Valid
31	0.5218	0.2656	Valid
32	0.3083	0.2656	Valid
33	0.4279	0.2656	Valid
34	0.4280	0.2656	Valid
35	0.4869	0.2656	Valid
36	0.3184	0.2656	Valid
37	0.3721	0.2656	Valid
38	0.1669	0.2656	Tdk Valid
39	0.3732	0.2656	Valid

40	0.2932	0.2656	Valid
41	0.5401	0.2656	Valid
42	0.3492	0.2656	Valid
43	0.3083	0.2656	Valid
44	0.4931	0.2656	Valid
45	0.2021	0.2656	Tdk Valid
46	0.4075	0.2656	Valid
47	0.3044	0.2656	Valid
48	0.3676	0.2656	Valid
49	0.3349	0.2656	Valid
50	0.5794	0.2656	Valid
51	0.4184	0.2656	Valid
52	0.4910	0.2656	Valid
53	0.5337	0.2656	Valid
54	0.4752	0.2656	Valid
55	0.3044	0.2656	Valid

APPENDIX 5

ANSWER KEYS

IMPERATIVE SENTENCE

1. a	11. a	21. b	31. a	41. b
2. b	12. a	22. c	32. a	42. b
3. a	13. b	23. b	33. b	43. c
4. a	14. a	24. c	34. b	44. c
5. a	15. a	25. d	35. c	45. b
6. b	16. a	26. b	36. b	46. a
7. b	17. a	27. c	37. d	47. a
8. b	18. c	28. d	38. c	48. c
9. b	19. c	29. b	39. b	49. a
10. b	20. a	30. b	40. b	50. a

APPENDIX 6

THE RESULT OF WRITING PROCEDURE TEXT

No.	Initial Name	Social Function	Generic Structure	Grammatical Features	Score
1	GL	4	3	1	8/12x100=67
2	AA	1	3	3	7/12x100=58
3	SR	1	2	2	5/12x100=42
4	PP	4	3	2	9/12x100=75
5	RH	4	2	2	8/12x100=67
6	HL	2	3	3	8/12x100=67
7	RM	4	3	3	10/12x100=83
8	MP	4	2	3	9/12x100=75
9	FY	4	3	4	11/12x100=92
10	PA	4	2	3	9/12x100=75
11	RL	4	2	3	9/12x100=75
12	RI	2	3	3	8/12x100=67
13	FN	3	2	3	8/12x100=67
14	MR	4	2	3	9/12x100=75
15	NS	2	2	3	7/12x100=58
16	TP	2	3	3	8/12x100=67
17	NA	3	3	3	9/12x100 = 75
18	KF	4	3	3	10/12x100=83
19	SN	2	3	3	8/12x100=67
20	SZ	4	2	2	8/12x100=67
21	SP	4	3	3	10/12x100= 83
22	JS	1	3	3	7/12x100 = 58
23	AN	2	2	2	6/12x100=50
24	FA	2	3	2	7/12x100=58
25	AH	2	3	3	8/12x100=67
26	NH	2	4	3	9/12x100=75
27	SM	2	3	3	8/12x100 = 67
28	SS	4	2	2	8/12x100=67
29	NR	3	3	3	9/12x100=75
30	RA	3	4	3	10/12x100=83
31	AF	4	2	2	8/12x100=67
32	AS	4	3	4	11/12x100=92

APPENDIX 7

SCORE RESPONDENT OF WRITING PROCEDURE TEXT

NO	INITIAL NAME	SCORE
1	GL	67
2	AA	58
3	SR	42
4	PP	75
5	RH	67
6	HL	67
7	RM	83
8	MP	75
9	FY	92
10	PA	75
11	RL	75
12	RI	67
13	FN	67
14	MR	75
15	NS	58
16	TP	67
17	NA	75
18	KF	83
19	SN	67
20	SZ	67
21	SP	83
22	JS	58
23	AN	50
24	FA	58
25	AH	67
26	NH	75
27	SM	67
28	SS	67
29	NR	75
30	RA	83
31	AF	67
32	AS	92
Total		2244

Appendix 8

Score Respondent of Imperative Sentence Mastery

NO.	INITIAL NAME	SCORE
1	GL	56
2	AA	58
3	SR	40
4	PP	70
5	RH	74
6	HL	60
7	RM	80
8	MP	74
9	FY	96
10	PA	60
11	RL	78
12	RI	62
13	FN	60
14	MR	62
15	NS	74
16	TP	60
17	NA	70
18	KF	78
19	SN	56
20	SZ	60
21	SP	78
22	JS	70
23	AN	56
24	FA	44
25	AH	46
26	NH	66
27	SM	68
28	SS	66
29	NR	68
30	RA	86
31	AF	80
32	AS	88
Total		2144

Appendix 9

The Result of Variable X and Y

No	Name	X	Y	X2	Y2	XY
1	GL	56	67	3136	4489	3752
2	AA	58	58	3364	3364	3364
3	SR	40	42	1600	1764	1680
4	PP	70	75	4900	5625	5250
5	RH	74	67	5476	4489	4958
6	HL	60	67	3600	4489	4020
7	RM	80	83	6400	6889	6640
8	MP	74	75	5476	5625	5550
9	FY	96	92	9216	8464	8832
10	PA	60	75	3600	5625	4500
11	RL	78	75	6084	5625	5850
12	RI	62	67	3844	4489	4154
13	FN	60	67	3600	4489	4020
14	MR	62	75	3844	5625	4650
15	NS	74	58	5476	3364	4292
16	TP	60	67	3600	4489	4020
17	NA	70	75	4900	5625	5250
18	KF	78	83	6084	6889	6474
19	SN	56	67	3136	4489	3752
20	SZ	60	67	3600	4489	4020
21	SP	78	83	6084	6889	6474
22	JS	70	58	4900	3364	4060
23	AN	56	50	3136	2500	2800
24	FA	44	58	1936	3364	2552
25	AH	46	67	2116	4489	3082
26	NH	66	75	4356	5625	4950
27	SM	68	67	4624	4489	4556
28	SS	66	67	4356	4489	4422
29	NR	68	75	4624	5625	5100
30	RA	86	83	7396	6889	7138
31	AF	80	67	6400	4489	5360
32	AS	88	92	7744	8464	8096

Appendix 10

Variable X (Imperative Sentence Mastery)

A. Maximum and minimum score were gotten by setting the variable score from lowest and highest score.

1. The score of imperative sentence from low score to high score

40 44 46 56 56 56 58 60 60 60 60 60 62 62 66 66 68 68 70 70 70 74 74
74 78 78 78 80 80 86 88 96

High : 96

Low : 40

N : 32

2. Range (R) = high score – low score

$$= 96 - 40$$

$$= 56$$

3. Total of classes (k) = $1 + 3,3 \log n$

$$= 1 + 3.3 \log 32$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.983$$

$$= 5.983 / 6$$

4. Length of class = $\frac{Range}{Total\ of\ class}$

$$= \frac{56}{6} = 9.3$$

Appendix 11

Variable Y (Writing Procedure Text)

B. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of writing procedure text from low score to high score

42 50 58 58 58 58 67 67 67 67 67 67 67 67 67 67 67 67 75 75 75 75 75

75 75 75 83 83 83 83 92 92

High = 92

Low = 42

N = 32

2. Range (R) = high score – low score

= 92 – 42

= 50

3. Total of classes (k) = $1 + 3.3 \log n$

= $1 + 3.3 \log 32$

= $1 + 3.3 (1.51)$

= $1 + 4.983$

= 5.983

4. Length of classes = $\frac{\text{Range}}{\text{Total of classes}}$

= $\frac{50}{6} = 8.3$

Appendix 12

Table Distribution In Variable X And Y And Normality Test

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
	value	N	Percent	N	Percent	N	Percent
students' result	imperative result	32	100,0%	0	0,0%	32	100,0%
	procedure result	32	100,0%	0	0,0%	32	100,0%

Descriptives				
	value		Statistic	Std. Error
students' result	imperative result	Mean	67,00	2,236
		95% Confidence Interval for Mean	Lower Bound	62,44
			Upper Bound	71,56
		5% Trimmed Mean	66,97	
		Median	67,00	
		Variance	160,000	
		Std. Deviation	12,649	
		Minimum	40	
		Maximum	96	
		Range	56	
		Interquartile Range	17	
		Skewness	,038	,414
		Kurtosis	,066	,809
	procedure result	Mean	70,13	1,934
		95% Confidence Interval for Mean	Lower Bound	66,18
			Upper Bound	74,07
		5% Trimmed Mean	70,31	
		Median	67,00	
		Variance	119,726	
		Std. Deviation	10,942	
		Minimum	42	
		Maximum	92	

Appendix 13

The Result of Product Moment Test

Descriptive Statistics			
	Mean	Std. Deviation	N
imperative result	67,00	12,649	32
procedure result	70,13	10,942	32

Correlations			
		imperative result	procedure result
imperative result	Pearson Correlation	1	,762**
	Sig. (2-tailed)		,000
	N	32	32
procedure result	Pearson Correlation	,762**	1
	Sig. (2-tailed)	,000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Appendix 14

Result of Hypothesis Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	procedure result	70,13	32	10,942	1,934
	imperative result	67,00	32	12,649	2,236

Paired Samples Correlations			
		N	Correlation
Pair 1	imperative result & procedure result	32	,762

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
	Std.	Std. Error	95% Confidence Interval of the Difference				
Mean	Deviation	Mean	Lower	Upper			
3,125	8,292	1,466	,135	6,115	2,132	31	,041

APPENDIX 15

Tabel Nilai-Nilai r Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

Appendix 16

Table Nilai-Nilai t

d.f	<i>t</i> 0.10	<i>t</i> 0.05	<i>t</i> 0.025	<i>t</i> 0.01	<i>t</i> 0.005	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35

36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38

Appendix 17

DOCUMENTATION

The researcher gave the work sheet to the students about imperative sentence and writing test in class IX-1





The students did the tasks given by the reseacher in class IX-2







Observing & Asking Questions

We will work in groups. We will learn to read the recipes to each other.



Here are what we will do with each recipe. **First**, we will listen carefully to our teacher reading each of the recipes. **Second**, we will repeat each part after the teacher. **Then**, in groups we will learn to read the recipe to each other.

We will say the sentences loudly, clearly, and correctly.





NOVEL APPLE PUDDING

Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	<ol style="list-style-type: none">1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.2. Stir in sugar and water (mixture should be lumpy). Pour over apples.3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.
	Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes

CHAPTER This is how you do it!

IV

We will learn:

to read recipes and manuals, in order to know:

- how to get the best results, and
- how to avoid an accident, damage, or unnecessary waste.



CURRICULUM VITAE



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1. Elementary School : SD Negeri 0704 Sungai Korang
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