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.

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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ABSTRACT

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.

By:

Muhammad Arif Mustaqim

This research is conducted based on the preliminary research that are many students difficult in writing procedure text. The students still confused how to start writing and applying the grammar in writing. The objective of the research was to know whether there was a correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade of MTs Sriwijaya east lampung in the academic year of 2018/2019.

This was a correlation research. It was used to know the correlation between students' imperative sentence mastery and their ability in writing procedure text. The population of this research was the students at the MTs Sriwijaya east lampung of the ninth grade of the first semester in 2018/2019 academic year. The total sample in this research was 28 students. In collecting data, used 20 multiple choice for imperative sentence test and writing paragraph for procedure text test. After giving the test, the writer analyzed the data by using SPSS Statistic 17.0

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' imperative sentence mastery and their ability in writing procedure text. Based on the data analysis computed by using SPSS, it was obtained that Sig = 0.004 and = 0.05. It means that Ha is accepted because Sig = 0.05. Based on this research, it was suggested that to have a good in writing procedure text, students should have a good mastery of imperative sentence.

Keywords: *Correlation, imperative sentence, writing procedure text*.

DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the paper.

Bandar Lampung 5 November 2018

Declared by,

Muhammad Arif Mustaqim

MOTTO

<div dir="rtl">فَٱذۡكُرُونِىٓ أَذۡكُرۡكُمۡ وَٱشۡكُرُواْ لِى وَلَا تَكۡفُرُونِ ١٥٢</div>

Then do ye remember me; I will remember you. Be grateful to Me, and reject not Faith. (Qs. Al-Baqarah : 152)[1]

DEDICATION

This thesis is dedicated to:

1. My beloved parents Moh Suja'i and Sri Budiyanti who always pray all the kindness for me, support my success and advise me wisely.

2. My beloved brothers, and my beloved sisters who give me support and nice smile.

3. My beloved friends, all of Class E who always give me support, help and pray.

4. My beloved almamater and lectures.
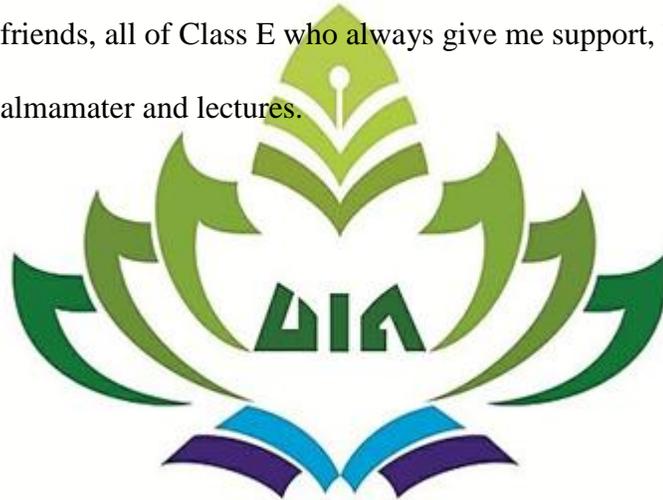
CURRICULUM VITAE

Muhammad Arif Mustaqim was born in Sadar Sriwijaya on Mei 25th, 1996. He is the first child of three children of Moh Suja'i and Sri Budiyanti. He has two sisters, Annisa Dwi Yanti And Aulia Trihapsari.

He started his academic study from MI Nurul Huda Sadar Sriwijaya in 2002. Then, he continued to SMP and SMA Integral Minhajuth Thullab and graduated in 2011 and 2014. Then, in 2014, he was registered as a student of English Study Program of State Islamic University of Raden Intan Lampung.

ACKNOWLEDGEMENT

By the name Allah the Almighty who gives charity, health and favor to the writer in finishing this thesis as a requirements to get S1 degree in English Study Program. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers.

This research was conducted in order to know The Correlation Between Students' Imperative Sentence Mastery and Their Ability in Writing Procedure Text. The result of finding research presented in this thesis is hoped to be useful for all sides needing, especially for MTs Sriwijaya East Lampung.

In accomplishing this thesis, the received much valuable help and guidance from many sides. Here the writer would like to sincerely thanks :

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of tarbiyah and teacher training faculty UIN Raden Intan Lampung.

2. Meisuri, M.Pd, the chairman of English Department of UIN Raden Intan Lampung.

3. Satria Adi Pradana, M.Pd, the primary examiner who helps in finishing this thesis.

4. Iwan Kurniawan, M.Pd, the first advisor who always helps and guides the writer in finishing this thesis.

5. Yulan Puspita Rini, M.A, the Co-Advisor who has spent countless hours correcting this thesis in order to make it better.

6. All lecturers and administration staff of UIN Raden Intan Lampung who always had given good education, knowledge, and experience to the writer.

7. Moh. Syafaat, S.Pd.I, the Headmaster of MTs Sriwijaya and all the teachers who gave permission and help to the writer in collecting technique the data of the reasearch.

8. Husna Lutfiah, S.Pd, the English teacher at MTs Sriwijaya East Lampung who gave the guidance and spirit to the writer in conducting this research.

9. All beloved friends of English Department of UIN Raden Intan Lampung, especially beloved friends in class E.
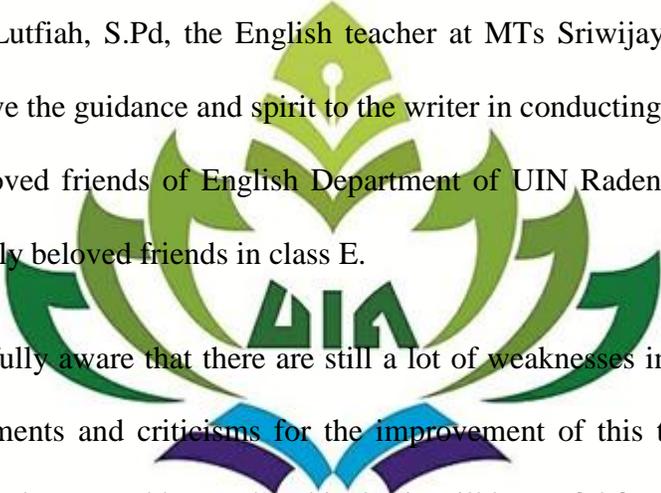
Finally, fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticisms for the improvement of this thesis are always open-heartedly welcome and hopes that this thesis will be useful for the readers.

Bandar Lampung, 5 November 2018
The writer,

Muhammad Arif Mustaqim

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CHAPTER I

INTRODUCTION

A. Background of the Problem

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

In Indonesia, English is a foreign language that is taught formally from junior high school through university level as a compulsory subject that can be seen in the curriculum. The students must be able to understand English both in spoken and written form. There are four Skills in English that must be mastered by the students, they are: listening, speaking, reading and writing. Brown states that for almost six decades now research and practice in English language has identified the four skills, listening, speaking, reading and writing-as of paramount important.[2] It means that writing is very important skill in learning English that should be mastered by students.

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[2]H. Douglas Brown, *Teaching by Principle,*(New Jersey: Prentice Hall inc, 1994), p. 217

Writing is a complex activity in which the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that is being used in written communication. According to Raimes, Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.[3] By using writing, we can share our idea, feeling or anything that exist in our mind. As one of the language skills, writing is very important for the students because they will face some writing task in learning English.

In writing, there are many kinds of texts. One of the texts is procedure text. Procedure is kind of text that tells a procedure of making something. It is one of the texts we face on daily life such as manual books, food recipe, how to make a toy car from clay.[4] The purpose of procedure text is to help us in doing a task or to make something. It can be a set of instruction or direction. The function of procedure text is to describe how something is accomplished through a sequence of actions, steps or description on how to make something. While in writing a procedure text, students should pay attention to the rules.

The common grammatical patterns of a procedural text include the use of commands (the imperative form of the verb), the use of action verbs, the use on precise vocabulary, the use of connectives to sequence the actions in time, and the use

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[3]Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford Univesity press, 1983) ,p.2

[4] Fadilahufa, *the use retteling technique in procedure text to imrove speaking ability of the first year students of MTs Muhammadiyah 2Pekan Baru, p. 4*

of adverbials to express details of time and place, manner and soon.[5] The use of imperative sentences determines the good procedural text writing. An imperative sentence has an understood subject (you) and the verb is in the simple form. An imperative sentence can be used to give directions and an order.[6] In writing procedural text such as a recipe there are some directions that are used in imperative sentence. The steps to accomplish something action can be done by using imperative sentence. Therefore, imperative sentence is language feature in procedural text.

MTs Sriwijaya is one of the junior high schools in east Lampung that applies the school based on curriculum in English teaching and learning. The time allocation of English subject is 2 x 40 minutes a week. Automatically, the first year students study procedural text writing based on syllabus. There are some students who still have difficulties in writing procedural text. As a result, some of the students do not get standard criteria score (6.50). It is based on writer's preliminary study by asking one of the teachers of English in this school.

It can be concluded that there are some problems faced by the students in writing procedural text. Those problems can be explained in these phenomena below : First, some of the students are still confused or do not know how to start writing. It is because the students are not familiar with English vocabulary. Sometimes the students get mistakes to write the words. So, they get difficulty to produce procedure

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[5] Tim Penyusun, *English K-6 Modules*. (Sidney: Board Studies NSW, 1998) p. 45
[6] Azar, Betty Schrampfer, *Understanding and Using English Grammar*. (New Jersey: Prentice Hall Regents, 1998) p. 73

text. Second, some of the students are not able to use imperative sentence. Because the students get difficulty and are confused to apply the grammar, and also they get difficulty to arrange the imperative sentence in writing procedure text. While, to produce a good paragraph of procedure text, they must be able to apply imperative sentence.

Based on the previous research that was done by Evi Fitria with the title the correlation between students' simple present tense mastery and their ability in writing descriptive text at the first semester of the eight grade at SMPN 1 Karya Penggawa Pesisir Barat in the academic year of 2016/2017, it was found that there was positive correlation between students' simple present tense mastery mastery and their writing ability descriptive text. Because by seeing the result of the data calculation where null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. So she concluded that good simple present tense mastery enables good writing ability.[7]

Another research that was done by Depi Marliani with the title the correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency. The result of

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[7] Evi Fitria, *The Correlation Between Students' Present Tense Mastery and Their Ability In Writing Descriptive Text At The First semester of Eighth grade of SMPN 1 Karya Penggawa Pesisir Barat in the Academic Year of 2016/2017*, (S1 Thesis UIN RadenIntan Lampung, 2017)

her research is there was a positive correlation between student imperative sentence mastery and their writing ability.[8]

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

Based on the background above, imperative sentence is one of the language features in writing procedure text. Because of that, the research entitled "The Correlation between Imperative Sentence Mastery and their Ability of Writing Procedure Text at the First semester of Ninth Grade of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019".
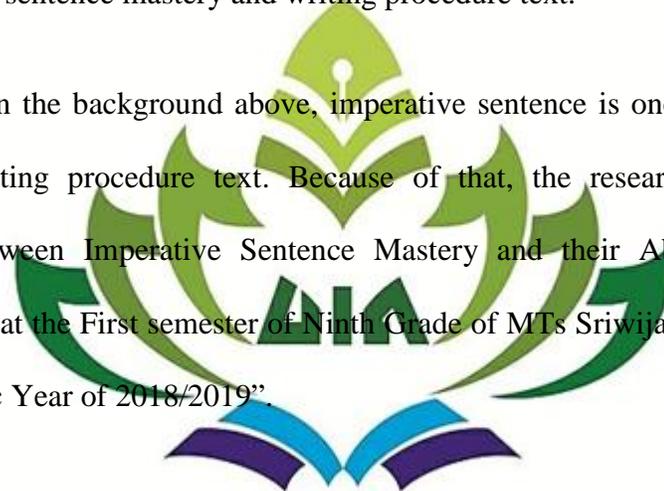
B. Identification of the Problem

Based on the background above, the writer identified the problem as follows:

1. Student's score of writing procedure text is low.

2. Students get difficulties in writing procedure text.

3. Students do not get standard criteria score.

4. Students get difficulty to apply the imperative sentence.

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[8] Depi Marliani, *correlation between imperative sentence mastery and procedural text writing ability at the first year students of SMAN 1 Kuantan Mudik Kuantan Singingi Regency*, (S1 Thesis UIN Sultan Syarif Kasim Riau, 2011)

5. Students get difficulty to arrange the imperative sentence in writing procedure text.

C. Limitation of the Problem

Based on the identification of the problem, this research only focuses on analyzing the correlation between student's imperative sentence mastery and their ability in writing Procedure text. It is suitable on the syllabus at the First semester of ninth grade of MTs Sriwijaya East Lampung

D. Formulation of the Problem

Based on the background, the identification and the limitation of the problem mentioned above, the writer formulated the problem as follows: Is there a correlation between students' imperative sentence mastery and their ability in writing Procedure text at the First semester of ninth grade of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019?
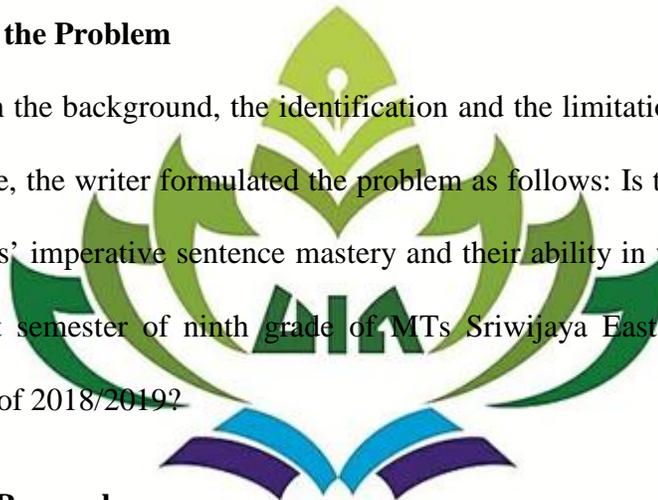
E. Purpose of the Research

The purpose of this research is to know whether there is a correlation between students' imperative sentence mastery and their ability in writing Procedure text at the First semester of ninth grade of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019.

F. Use of Research

1. Theoretically

   To give information to the readers about the correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung.

2. Practically

   a. For the students

      The result of this research can motivate the students in learning English especially in imperative sentence and procedure text.

   b. For the teachers

      The result of this research can give information for the teachers about the correlation between students' imperative sentence mastery and their ability in procedure text.

   c. For the school

      The result of this research is expected can motivate the school to improve the quality of learning English.
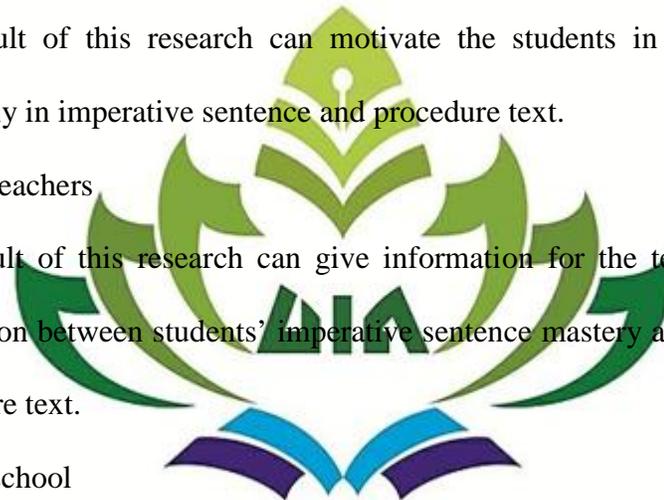
G. Scope of Research

According to the title, the scope of the research can be described as follows:

1. Subject of research

   The subject of research was the students at the first semester of ninth grade of MTs Sriwijaya East Lampung.

2. Object of research

   The objects of the research were the correlation between student's imperative sentence mastery and their ability of writing Procedure text.

3. Time of research

   The research was conducted at the first semester of ninth grade in the Academic Year of 2018/2019.

4. Place of research

   The place of research was conducted at MTs Sriwijaya East Lampung.

CHAPTER II
FRAME OF THEORIES AND HYPOTHESES

A. Concept of Teaching and Learning English as a Foreign Language

Human use a set of rules language as a tool of their communication. That functions is a tool to talk to each other and to express their idea. It means that, language is very important to human life, because all interaction and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people. Many people use language to communicate each other in their daily life. Language is also used to express the idea as a share each people by using language through spoken and written form.

Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).[9] It means that English is different when English for communication and English for teaching materials and methods. These differences may influence in teaching English achievement.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.[10] It

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[9]Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

[10]H. Douglas Brown, *Principles of Language Learning and* Teaching: 4th Edition, (New York: Addison Wesley Longman, 2000), p. 7

describes that teaching is a process to help the learners for understanding something that learned. In this case the English teacher should be able to create a real situation that can be used to support learning and teaching process in order thet the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken forms.

Further, according to Harmer that English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.[11] Meanwhile, English generally has been learnt by the students since they were in the basic level of education. It means that English as a foreign language is important, and is needed to the English learner as a part their study in the school.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English, the teacher should be creative to make the students are interested in learning English as a foreign language.

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[11]Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman Group, 2004), p. 79

B. Concept of Sentence

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought. It has the meaning and can be understood.[12] Many people use sentences to communicate each other conveying their messages to the listener. A sentences is a self-contained grammatical unit, usually contains subject and verb that conveys to the listener or reader a meaningful assertion, question, command, or exclamation. So, the sentence is a meaningful statement that has subject and predicate. It means that the utterance, which has subject and predicate, can be called as a sentence.[13]

C. Types of Sentence

There are four main types of sentences: declarative, interrogative, imperative, and exclamatory. These variations are known as genre. Below are some types of the text:

1. Exclamatory Sentence

   Exclamatory Sentence is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

   Example: It is too dangerous to climb that mountain!

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[12] Alice Oshima, *Writing Academic English*, (3rd Ed), (Longman : Addison Wesley Publishing Company, 1999), p. 155

[13] Lukluatul Fuadiyah, *An Analysis On The Types Of Sentence Used In Bilingual Text Books,* (IAIN Tulung Agung : Repository, 2010)

2. Declarative Sentences

   Declarative sentence is sentence to makes a statement or expresses an opinion. In other words, it makes a declaration.

   Example: I want to be a good writer.

3. Interrogative Sentence

   Interrogative Sentence is sentence to asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

   Example: When are you going to turn in your writing assignment?

4. Imperative Sentence

   Imperative Sentence gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.[14]

   Example: Please sit down.
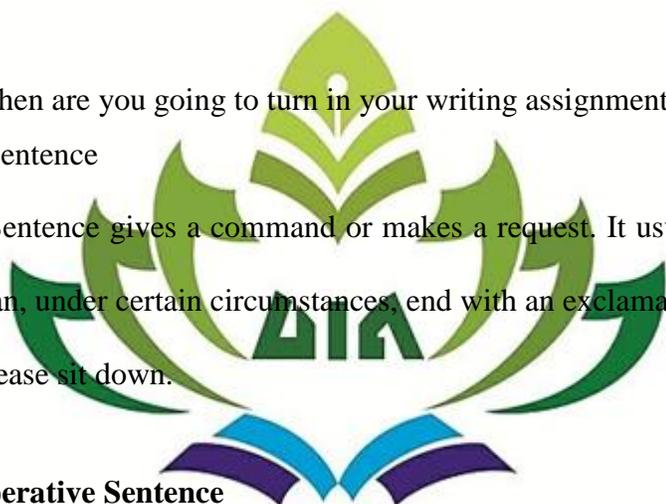
D. Concept of Imperative Sentence

Imperative sentence is a kind of sentence that expresses an order. Imperative is also defined as a sentence which is in the form of a command.[15] When someone asks and request something like helping to other, it needs use the imperative sentence. According to Celce that Imperative sentence are commands, also known as directives, whose function is to get someone to do something.[16] It is similar to Azar that

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[14] https://www.time4writing.com/writing-resources/types-of-sentences-and-punctuation/

[15] *Oxford Learner' pocket Dictionary*. (Oxford: Oxford University Press, 2004), p.214

[16] Celce, M., Larsen, M. D., and Freeman. 1999. *The Grammar Book: An ESL/EFL Teacher's Course.* (USA: Heinle and Heinle Publishers) p.232

Imperative sentence is used to give commands, make polite request and give directions.[17] It means that imperative sentences not only used to command, but also has the function to give the request for someone to achieve the something.

Moreover Swan states that Imperative sentence are used to tell or ask people to do things, to make suggestions, to give advice or instructions, to encourage and offer, and to express wishes for people's welfare.[18]

Based on the definition above, the writer concludes briefly that imperatives sentences are sentences that is used by someone to give commands, request, advice, directions to other people for doing something. Imperative sentence can be divided into three parts, command, prohibition, and request.

1. Command

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

Example :

a) Mix the eggs and sugar

b) Please turn on the mixer

c) Do your homework

2. Prohibition

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[17] Azar, Betty Schrampfer, *Understanding and Using English Grammar*. (New Jersey: Prentice Hall Regents, 1998) p. 73

[18] Swan, *Practical English usage*, (New York: Oxford University Press, 2005), p. 267

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

Example:

a) Don't whisk quickly

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

c) Don't be lazy

3. Request

The sentence is started with auxiliary.

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

Example:

a) Do you mind to help me?

b) Can I sit down beside you?

c) May I borrow your jacket?[19]
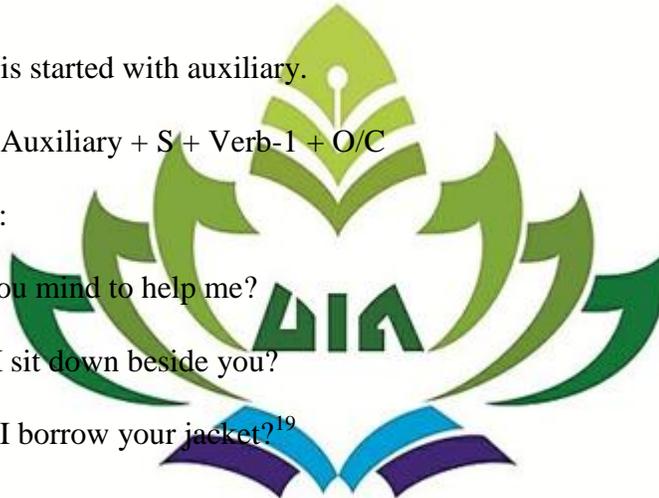
E. Concept of Imperative Sentence Mastery

Mastery is a great skill or knowledge about something which is had by someone. Meanwhile, Fullan defines that mastery is obviously necessary for effectiveness, but it is also a means for achieving deeper understanding.[20] It means that mastery is a complete of having control over something superiority in through

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[19] Pardiyono, *Pasti Bisa: Communicative Grammar for Easy Conversation*. (Yogyakarta: ANDI, 2006) pp.195-197

[20] Michael G. Fullan, Why Teacher must Become Change Agents, *Journal of Educational Leadership*, 1993, p. 4

knowledge of a subject. According to Messer, mastery is the broad knowledge and skill in understanding the world of physical objects.[21] It can be concluded that mastery is have a broad skill of knowledge in understanding the objects.

According to Celce that Imperative sentence are commands, also known as directives, whose function is to get someone to do something. It is similar to Azar that Imperative sentence is used to give commands, make polite request and give directions. It means that imperative sentences not only used to command, but also has the function to give the request for someone to achieve the something.

Based on those statement, it can be concluded that imperative sentence mastery is the students' skill to construct sentences which tell or give commands, make polite request, and to get someone to do something.
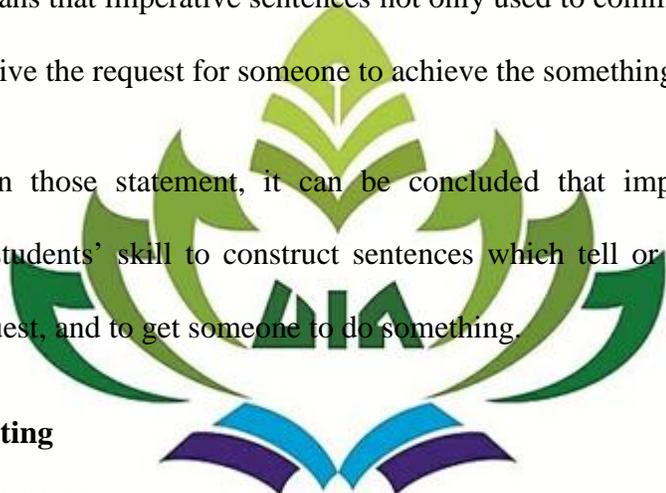
F. Concept of Writing

1. Definition of Writing

Writing is the act of forming letters or combination of letters: making marks on flat surface of same kind. It is more than the production of graphic symbol, just are speech is more than the production of sounds. The symbols have to be arranged to form sentence.[22] From the definition above, it means that writing is the production of graphic symbols which have to be arranged according to certain conventions to form

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[21]David J. Messer, *Mastery Motivation in Early Childhood*, (London: Routledge, 2003), p. 230

[22]Donn Byrne, *Teaching Writing Skill* (London: Longman Group UK, 1997), p.1

meaningful words, sentences, etc. It supported by Liderman that writing is process of communication which uses a conventional graphic system to convey a message to a reader.[23] It can be concluded that writing is a process of sending message by using letters, punctuation, word, or sentences as graphic system.

As we know writing is one of the language skills beside listening speaking and reading. Writing is one of the important skills to be mastered by students. It is one way for students to express their idea, an opinion or to send message and information from the writer to the reader. Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.[24] So that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

Moreover Oshima states that writing is a progressive activity. It means when you first write something down you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.[25] When we write, we organize the words to form sentence, the form what we may call a "text".

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[23] Erika Liderman, *A Rhetoric for Writing Teachers*, (New York:The University of Chicago Press, 1983),p.116

[24]Sanggam Siahaan, *The English Paragraph,* First Edition,(Yogyakarta: GrahaIlmu, 2008), p. 2.

[25]Alice Oshima, *Introduction Academic Writing, (*New York: Addison Wesley Longman, 1997),p 2

To make a good writing the writer has to master the components of language above, like spelling, vocabulary, punctuation, grammar, and so on. This idea is supported by Nunan, starting successful writing then involves mastering the mechanic of letter formation, mastering and obeying convention of spelling and punctuation, using the grammatical system to convey one the students intended meaning.[26] It means the component of language will facilitated the ability of writing.

Based on the definition above it can be concluded that writing is the production of graphic symbols which are arranged based on certain convention to form meaningful words, sentences through process of thinking to generate ideas or activities of someone in order to inform the message on a paper.

2. Characteristics of Written Language

a. Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates certain power, the power to emend, to clarify, and to withdraw. Students think that the fact of releasing a written work to their instructor is the same that put them themselves in front of a firing squad. Teacher has to remember he is a guide, a facilitator. So he has to revise and refine students' work in order to lessen their lack of confidence in their work.

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[26]David Nunan, Designing *Task for the Communicative Classroom*, (New York : Cambridge University. 1989), p. 37

b. Production Time

There are bad and good news. The good news is that given appropriated stretches of time, a writer can become indeed a good writer by developing efficient processes for achieving the final product. The bad news is that most of the educational contexts require students writing within time limitations or writing for display. The goal of the teacher must be to train his students to do the best use of such time limitations.

c. Distance

One of the biggest problems that a writer faces is anticipating the intended audience. This anticipation ranges from audience general characteristics to how words, phrases, sentences, and paragraphs are going to be interpreted. The distance factor has to have cognitive empathy. This means that good writers can read their own writing from the perspective of the mind of the targeted audience. It is very important that writers predict audience's general knowledge.

d. Ortography

There are two kinds of students. The first are the ones that are not literate in their native language. With these students, teacher has to begin at the very beginning with fundamentals of reading and writing. The other kind of students is the ones who literate but their native language is not alphabetic. New symbols have to be created by using hands

e. Complexity

Good writers must be good at some activities like: remove redundancy, combine sentences, make references of other elements in a text, create syntactical and lexical variety.

f. Vocabulary

Everything from single greetings to full blown essays, are written by mastering a few dozen of letters and other written symbols. Writers must take advantage of the richness of English vocabulary.

g. Formality

When students are filling out a questionnaire or they are writing an essay or another kind of writing, they have to follow the conventions to do the task.[27]
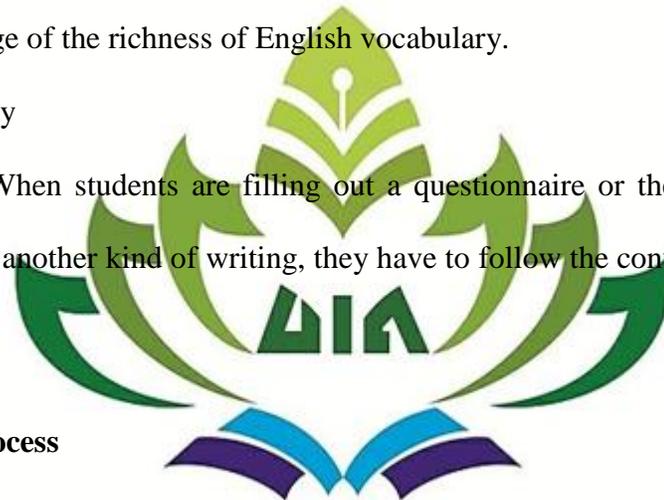
3. Writing process

According to Harmer, there are four stages in the process of writing. There are:

| Planning | → | Drafting | → | Editing | → | Final Version |

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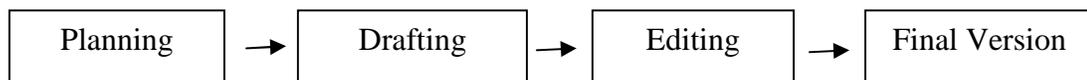
[27]Woxman, *Characteristic of written language,* (Essay, 2012), available online at https://www.allbestessays.com/Book-Reports/Characteristics-of-Written-Language/27523.html

1. Planning

   Plan what they are going to write. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

2. Drafting

   The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

   The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

4. Final Version

   The writers is now ready to send the written text to its intended audience.[28]

   Based on those statements it can be concluded that writing is not instant activity. It need some process that should be know by the writer. To write a text the writer has to do some process of writing , they are planning, drafting, editing, and final version.

4. Writing Ability

   Writing ability is the skill of a writer to communicate information to a reader or group of readers.[29] It means that writing ability is the ability to express the ideas

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[28]Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman group ,2007), pp. 4-5

and thought in writing clearly that must be mastered by the writer. In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information that as the writer means. Writing has some component that must be attended. Tribble states there are five scoring criteria for scoring of writing ; they are:

a. Content   : the substance of writing ideas express (unity), content relevant to the topic.

b. Organization   : ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).

c. Vocabulary   : the section of words that suitable with the content.

d. Language   : the employment of grammatical forms and Syntactical pattern.

e. Mechanic   : the use of graphic convection of language (demonstrates good command of spelling, punctuation, and capitalization).[30]

From the definition above, the writer concludes that in doing writing, the students have to attend the five component of writing in order to create good writing. And, it can be concluded that writing ability is the ability to express ideas, feelings, and thoughts in written form to transfer a message to the readers, by fulfilling the five important points of writing including content, grammar, organization, vocabulary, and mechanics.

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[29]Sanggam Siahaan, *Op Cit*, p. 2

[30] Christopher Tribble, *Language Teaching Writing, (London*: Oxford University Press, 1996),p.130

G. Concept of Text

Text is meaningful linguistic unit in a context; it is both spoken text and written text.[31] It means that a text is a meaningful linguistic refer to any meaningful spoken or written. According to Hayland that text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.[32]

Futher, Knapp and Megan said, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.[33] It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

From the definition above the writer concluded that text is the original word of something in written or spoken, organize with the structure, language feature, grammatical words, clauses and sentences to transfer the information for the reader or listener.

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[31] Sanggam Siahaan & Krisno Shinoda, Generic Text Structure, (Yogyakarta : Graha Ilmu, 2008), p.1

[32] Ken Hayland, *Teaching and Researching Writing, (2nd Ed)* (Edinburgh Gate : pearson, 2009), p.8

[33] Peter Knapp and Megan Watkins, *Genre, text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd,2005), p.29.

H. Types of Text

Text is a continuous piece of spoken or written language, especially one with a recognizable beginning and ending. It means text is a part of spoken or written language form. In English, we can found type of writing. Each of these writing has its own characteristics and functions. The students should have knowledge of those writing text. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are known as genre.[34] Below are some types of the text:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report text is a text to describe the way things are with reference to a range of natural, manmade and social phenomena in our environment.

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[34] Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan ,2003), p.3-5

d. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

e. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.

Based on the explanation above, it can be concluded that, types of writing according to Anderson, there are 13 types of text in English. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. Whereby, in this research the writer focuses on the procedure text, because it suitable with the syllabus at ninth grade of MTs Sriwijaya. This is the reason why the writer chooses procedure text to correlate with the imperative sentence mastery.

I. Concept of Procedure Text

1. The Definition of Procedure Text

Procedure text is to describe how something is accomplished through a sequence of actions or steps.[35] Therefore, procedure text is telling a step how to make food, drink or something. Procedure text contains a process to achieve certain to goal. And we can find the text not only in magazine, newspaper, or construction in food

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[35] Linda gerot, peter wignell, *making sanse of functional grammar*, (Australia: Gerd stabler, 1995), p.206

wrapping, but also in holy Qur'an. For example, Allah stated in Al-Mukminun verse 12 – 14 as follows:

وَلَقَدْ خَلَقْنَا الْإِنسَانَ مِن سُلَالَةٍ مِّن طِينٍ ۝ ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي قَرَارٍ مَّكِينٍ ۝ ثُمَّ خَلَقْنَا النُّطْفَةَ عَلَقَةً فَخَلَقْنَا الْعَلَقَةَ مُضْغَةً فَخَلَقْنَا الْمُضْغَةَ عِظَامًا فَكَسَوْنَا الْعِظَامَ لَحْمًا ثُمَّ أَنشَأْنَاهُ خَلْقًا آخَرَ فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ ۝

Man We did create from a quintessence (of clay); (12) Then We placed him as (a drop of) sperm in a place of rest, firmly fixed; (13) Then We made the sperm into a clot of congealed blood; then of that clot We made a (foetus) lump; then we made out of that lump bones and clothed the bones with flesh; then we developed out of it another creature. So blessed be Allah, the best to create! (14)[36]

Based on the verse above, we know the information on the creation process of Man kind. So, the verse above is included procedure text type, because it contains process of things.

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[36] Recite Quran Surah Al-Mukminun in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available http://www.theonlyquran.com/quran/Al-Mukminun/

The purpose of the procedure text is to tell how to do something. This might include instructions for how to carry out task or play a game, directions for getting to a place, and rules of behavior.[37] And the function of procedure text is to describe how something is accomplished through a sequence of actions or steps or to describe how to make something. The text uses simple present tense, often imperative sentences. It also uses temporal conjunction such as first, second, then, next finally, etc.[38]

2. **Generic Structure**

    a. Goal   : Title of the text (especially for a recipe)

    b. Materials   : optional, not for all procedure texts

    c. Steps   : a series steps oriented to achieving the goal

3. **Linguistic Features**

1. The use of commands (i.e. the imperative form of the verb), e.g. *'Put','don't mix'*.

2. The use of the action verbs, e.g. *'turn', 'pick up', 'don't run'*. Action verbs are used in instructions to represent the processes involved in completing a task; for example, *Cross* Smith Street and turn right. *Walk* to the next cross street.

3. The use of precise vocabulary, e.g. *'whisk', 'lukewarm'*.

4. The use of connectives to sequence the action in time, e.g. *'then', 'while'*. Temporal connectives are used in procedural instructions to ensure processes

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[37] Tim Penyusun, *English K-6 Modules*. (Sidney: Board Studies NSW, 1998) p. 45

[38] Utaridhina, Procedure text, 2009. Available online at http://0505dhina.wordpress.com/2009/12/20/procedure-text/

are placed in the correct order of time; for example, *First* melt the butter, *then* add the flour.

5. The use of adverbials to express details of time and place, manner, and so on, e.g. *'for five' minutes', '2 centimeters from the top', 'carefully'.*[39]

4. The example of procedure text :

Example 1

How to Make Milk Coffee	Aim/Goal
Ingredients 1. 1 teaspoon of instant coffee 2. 1 teaspoon of sugar 3. 250 ml of water 4. 2 teaspoon of milk	**Materials/ Ingredients**
How to make 1. Combine coffee, milk, and sugar in a cup. 2. Heat the water to a boil. 3. Then, pour the heat water in a cup of coffee. Stir until blended. 4. At the last, Milk Coffee is ready to serve.	**Sequence of Steps**

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[39] Tim Penyusun, *Op Cit*, p. 45

Example 2

How to Play Snakes and Ladders	Aim/Goal
What you need • Snakes and Ladders board game • 1 dice • 2, 3, 4 players • Counters of different colours. 1 for each player	**Materials/ Ingredients**
How to Play • Put all counters on start. • First person rolls the dice and moves his counter in counting order the number of places shown on the dice. • Other players take their turns. • If a counter lands on the bottom of a ladder, the player moves the counter to the top of that ladder. • If a counter lands on a snake's head, the player moves the counter down to the bottom of that snake's tail. • The winner is the first player to reach Finish	**Sequence of Steps**

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

Based on the statement above, procedure text is a written text that is used English language in which the author explains how the process is done through a sequence or events or steps.

J. Concept of Procedure Text Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.[40] It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information that as the writer means. It means that in doing writing, the students have to attend the five component of writing in order to create good writing.

Procedure text is to describe how something is accomplished through a sequence of actions or steps.[41] It means procedure text is a kind of text with a purpose to help us doing a task or to make something.

Based on the explanation, it can be concluded that procedure text writing ability is the ability to communicate information to a reader or group of readers which elaborates describe how something is accomplished through a sequence of actions or steps using some aspects as content, organization, vocabulary, language use, and mechanics. Thus, in order to produce the good procedure text the students should have a good ability in writing.

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[40] Sanggam Siahaan, *Generic Text Structure*: 1st Edition, (Yogyakarta: Graha Ilmu,2008), p. 2
[41] Linda Gerot, peter wignell, *making sanse of functional grammar*, (Australia: Gerd stabler, 1995), p.206

K. Frame of Thinking

Teaching and learning English is the process to help the students to master English both spoken and written. In mastering English the students should understand the component and skill in English. Component and skills of language are very important to be taught by the teacher and to be Learn by the students to increase their ability in language. One of the component Language is grammar. Grammar is rule how to make a good sentences that can be understood by the reader. In English grammar there is an important part called imperative sentence. Imperative sentence is used to give commands, make polite request and give directions. So, mastery in imperative sentence is reflected by the students' ability to understand and to use imperative sentence correctly in the appropriate sense. Mastering of imperative sentence will help students to increase their language skill.

There are four skills in English, speaking, reading, writing, and listening. There are many kinds of writing, procedure text is one kinds of writing that should be mastered by the students. Procedure is kind of text tells about something or someone using imperative sentence, the linguistics features of procedure text are: the use of commands (the imperative form of the verb), the use of action verbs, the use on precise vocabulary, the use of connectives to sequence the actions in time, and the use of adverbials to express details of time and place, manner and soon. It means that if the students master of grammar more especially in imperative sentence, they can make writing procedure text well. Therefore, the writer will find out whether or not

there is a correlation between students' imperative sentence mastery and their ability in writing procedure text.

L. Hypothesis

Based on the frame of thinking above, the writer proposes the hypotheses as follows:

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

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

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. Lodico said, all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and the procedures used to collect data.[42] The design used in this research is correlational research states. The correlation research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated)".[43] Anderson stated this design allows you to predict an outcome, such as prediction that ability, quality of schooling, students' motivation, and academic course work influence students' achievement.[44]

From definition above, the writer collected and analyzed the data statistically from the students' scores of variables to find out the correlation between students' imperative sentences mastery and their ability in writing procedure text of the ninth grade students of MTs Sriwijaya in academic year of 2018/2019.

B. Variable of Research

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[42] Marguerite G Lodico, et.al, *Method in Educational Research : From theory to Practice,* (San Fransisco: Jossey Bass A wiley Imprint, 2006), p. 12

[43] Ary, Donald.. *Introduction to Research in Education*. (USA: Cengage Learning 2010) p. 27

[44] John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* Third Edition, (New Jersey: Pearson Merrill Prentice Hall, 2008) p. 356

In this research there are two kinds of variables that investigated. Both of them are dependent and independent variable, they are:

a. Independent variable is the students' imperative sentence mastery (X)

b. Dependent variable is the students' ability in writing procedure text (Y)

C. Operational Definition of Variable

1. Imperative Sentence Mastery

   Student' imperative sentence mastery is the students' skill that can express an order, to give commands, make polite request and give directions.When someone asks and request something like helping to other, it needs use the imperative sentence.

2. Writing Procedure Text Ability

   Students' ability in writing procedure text is the ability to describe how something is accomplished through a sequence of actions, steps or description on how to make something. The text uses simple present tense, often imperative sentences. It also uses temporal conjunction such as first, second, then, next finally, etc.

D. Population, Sample and Sampling Technique

1. Population

A population is the large groups to which one hopes to apply the result.[45] It means that population is all of the total number of research subject. In this research, the population was taken from all the students of MTs Sriwijaya East Lampung in the Academic Year of 2018/2019. The number of population is 83 students in the ninth grade. It can be seen in the table below:

Table 1
The table of population based on the number and gender of ninth grade at MTs Sriwijaya east Lampung in the Academic Year of 2018/2019

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

Source: the data of total students of the ninth grade at MTs Sriwijaya east Lampung in the Academic Year of 2018/2019.

2. Sample

Lodico, Dean, and Katherine states that sample is a smaller group selected from a larger population that is representative of the larger population.[46] So it can be concluded that sample is smaller group as part of population and it is also chosen as representative data of whole population. The sample in this research is a part population of the ninth grade of MTs Sriwijaya east Lampung. In this research, the

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[45]Jack R. Fraenkel and Norman E. Wallen, *How To Design and Evaluate Research in Education,* (New York: Mc Grraw-Hill Book Co, 1932), p. 90

[46]Marguerite G. Lodico, Dean T. Spaulding and Katherine H. Voegtle, *Op.Cit* p. 143

writer used a sampling technique called cluster random sampling because the classes are homogenous and the sample from group or class. The sample of the research was taken from class of IX A.

3. Sampling Technique

Sampling technique is the process of obtaining information about an entire population by examining only a part of it.[47] In this research, the writer used cluster random sampling technique because the sample is in group and homogeneous. Ary states that it is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together.[48] It can be concluded cluster random sampling is procedure of sampling that uses a group as sampling than individual. The names of each class was written in a small piece of paper and then these papers was rolled and put into a box, after that the box was shaken and then the writer took one piece of paper as the sample of the research.

E. Data Collecting Technique

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

1. Imperative sentence mastery test

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

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[47] C.R Kothari, *Research Methodology: Methods and Techniques*, (Bangalore: New Age,2004), p.152
[48] Donald Ary, et al., Op. cit., p.154.

2. Writing procedure text test

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

F. Instrument of the Research

Instrument is the whole process of preparing to collect the data.[49] In this research, the writer used test as instrument to collect the data. There are two kinds of test administered as follows.

a. Imperative sentence mastery test

The Imperative sentence mastery test is in the form of multiple choices test with four options; a, b, c, and d. It can be divided into three parts, command, prohibition, and request. The classification of imperative sentence can be seen in the table below:

Table 2
The Specification of Test for Imperative Sentence Mastery before Validity

Subject	Total	Distribution
Command	14	1,2,3,4,5,6,7,8,9,10,31,34,37,40
Prohibition	13	11,12,13,14,15,16,17,18,19,20,32,35,38
Request	13	21,22,23,24,25,26,27,28,29,30,33,36,39
Total	40	40

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[49]*Ibid*, p. 110

After the writer did validity test, there are 20 items considered invalid and 20 items considered valid they were the items number 3, 5, 7, 9, 11, 12, 13, 17, 18, 19, 21, 22, 23, 25, 26, 28, 29, 30, 32, 40

Table 3
The Specification of Test for Imperative Sentence Mastery after Validity

Subject	Total	Distribution
Command	6	3,5,7,9,37,40
Prohibition	7	11,12,13,17,18,19,32
Request	7	21,22,23,25,26,28,30
Total	20	20

b. Writing procedure text test

The procedure text test was given to measure the students' writing procedure text ability. In this procedure text the students should make a text based on the theme and picture given (food and drink). To know the students' writing ability, the writer asked the students to write one paragraph of procedure text.

G. SCORING PROCEDURE

a. Imperative sentence mastery test

In scoring the imperative sentence mastery test was in the form of multiple choices test. The score of each item is 1 for correct answer and 0 for the wrong answer. Hence, the highest score is 100 and the lowest is 0 with measurement of the total score as follows:

$$S = \frac{r}{n} \times 100$$

Notes :

S : the score of the test

r : the total of the right answer

n : the total item[50]

b. Writing procedure text test.

In this research to evaluate the students' writing score, the writer used analytic rating scale adapted from Tribble. The text was assessed based on the aspect of writing assessment: content, organization, vocabulary, language, and mechanics. The total score of paragraph writing test was 100.

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[50] Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara,2012), p.187

1. Content

Table 4

Area	Score	Description
Content	20-17	**Excellent to very good:** treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	**Good to average**: adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; reasonably accurate detail.
	11-8	**Fair to poor**: treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic, lacking detail.
	7-5	**Very poor**: inadequate treatment of topic, no variety of ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	**Inadequate**: fails to address to task qith any effectiveness.

2. Organization

Table 5

Area	Score	Description
Organization	20-17	**Excellent to very good**: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	**Good to average**: uneven expression, but main ideas stand out; paragraphing or section evident, logically sequenced (coherence); connectives used (cohesion).
	11-8	**Fair to poor**: very uneven expression, ideas difficult to follow; paragraphing or organization does not to help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	**Very to poor:** lack fluent expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence difficult to follow (coherence); connectives not used (cohesion).
	4-0	**Inadequate**: fail to address this aspect of the task with any effectiveness.

3. Vocabulary

Table 6

Area	Score	Description
	20-17	**Excellent to very good:** wide range of vocabulary; accurate work or idiom choice and usage; appropriate selection to match register.
	16-12	**Good to average**: adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.
Vocabulary	11-8	**Fair to poor**: limited rang vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.
	7-5	**Very poor**: no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.
	4-0	**Inadequate**: fails to address his aspect of the task with any effectiveness.

4. Language

Table 7

Area	Score	Description
Language	30-24	**Excellent to very good**: confident handling to appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, prepositions; meaning never obscured.
	23-18	**Good to average**: acceptable grammar but problems with more complex structure; mostly appropriate structure; some error of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	**Fair to poor**: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9-6	**Very poor**: major problems with structure even simple ones; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions; meaning often obscured.
	5-0	**Inadequate**: fails to address his aspect of the task with any effectiveness.

5. Mechanics

Table 8

Area	Score	Description
Mechanics	10-8	**Excellent to very good**: demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	**Good to average**: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	**Fair to poor**: frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	**Very poor**: fails to address this aspect of the task with any effectiveness.

Source: Christopher Tribble, Language Teaching Writing (New York: Oxford University Press, 1996)[51]

Final scores of writing test were calculated with average.

The formula is:

Final Score: $\frac{R_1 + R_2}{2}$

Notes:

R₁   : teachers' rating score

R₂   : writers' rating score

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[51]Christopher Tribble, *Language Teaching Writing,* (New York: Oxford University Press, 1996), p.130

H. Research Procedures

In conducting the research, the writer used the following steps:

1. Determining the Subject

   The writer determined the subject of the research, it was done in MTs Sriwijaya east Lampung.

2. Choosing the Sample

   The writer chosen one class as the sample of this research by using cluster random sampling technique.

3. Determining the Instruments

   The writer determined the instruments of the research. In the form of multiple choice test and writing test.

4. Trying out the instrument

   The writer gave try out to the students out of sample of the research, it is to know the level of the validity and reliability of the instrument. After having the validity and reliability of the instrument, next the writer was distributed the instrument to collect the data for the sample of the research.

5. Giving the test

   The test was given to the sample. It is to identify the correlation between imperative sentence mastery and their ability in writing procedure text.

6. Analyzing the Data

   The writer analyzed the data by using the formula.

I. Validity

1. Validity of the Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.[52] It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

a. Content validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.[53] It means that the content validity is based on the material, and the material is agreement with the objectives of learning. To get the content validity test, the writer will try to arrange the material based on the objectivitas of teaching in the school based on curriculum for ninth grade of MTs Sriwijaya east Lampung.

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[52]Hughes Arthur, *Testing for Language Teacher*: 2nd Edition, (Cambridge: Cambridge University Press, 2003), p. 26

[53]John W. Best and James V. Kahn, *Research in Education*: 7th Edition, (New Delhi: Prentice-Hall, 1995), p. 219

b. Construct validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.[54] It means that construct validity is focused on the aspects of the test which can measure the ability especially for writing procedure text and imperative sentence mastery.

Construct validity shows whether the test is actually in line with the theories of what it is intended to know the language. In the research, the writer was administere imperative sentence and procedure text writing tests. The writer was consulte the instrument to the English teacher of MTs Sriwijaya east Lampung to make sure the validity of the test is valid or not.

c. Internal Validity

Internal validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more other instruments or measures (often called a *criterion*).[55] It means that internal validity is based on the result of try out of multiple choice test for imperative sentence mastery. To know the internal validity each item of multiple choice for imperative sentence mastery, the writer used ANATES to calculate the data obtained from the try out.

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[54]*Ibid,* p. 219
[55]Jack R. Fraenkel and Norman E. Wallen, *Op. Cit,* p. 148

J. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.[56] A good test must have high reliability besides having high validity. To get the reliability of the tests the writer used anates and rank order. Anates was used by the writer to know the reliability of multiple choice test and rank order was used to know the reliability of writing test. The formula rank order as follows:

$$\text{rho}_{XY} = 1 - \frac{6 \ D^2}{N \ (N^2-1)}$$

Notes:

rho_{XY} = coefficient correlation ordinal

6 & 1 = constant number

D = difference of rank correlation (D = R1-R2)

N = number of subjects[57]

Furthermore, to know the degree or the level of the reliability of writing test, the criteria as follows:

Table 9
Criteria of Reliability

0.800 – 1.000	Very high
0.600 – 0.800	High
0.400 – 0.600	Medium
0.200 – 0.400	Low
0.00 – 0.200	Very low[58]

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[56]*Ibid,* p. 154

[57] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), p. 321

[58]*Ibid,* p. 319

K. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.[59] To know readability of the students' writing ability of procedure text test instrument, the writer followed Kouame's research. The participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read. Based on the finding Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument quite readable and understandable by the readers or test takers.[60] The questions were test individually. It can be seen appendix 8
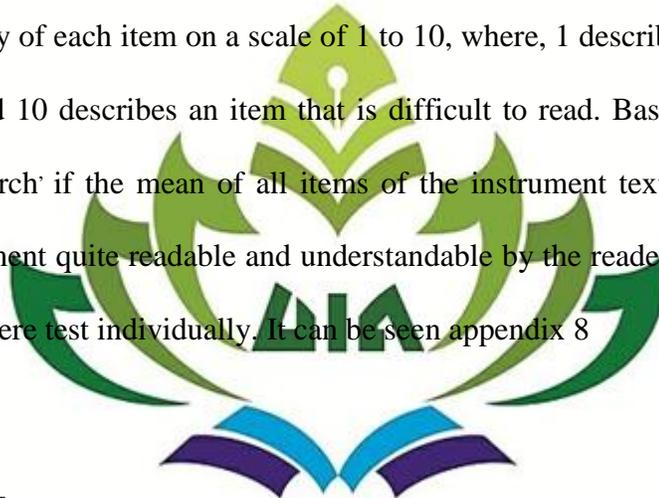
L. Data Analysis

a. Normality Test

The Normality is used to know whether the data have normal distribution or not. In this research the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for normality test. The hypotheses formulas are:

Ho: The data are normally distributed.

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[59] *Julien B. Kouamé, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010*: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, Western Michigan University, Michigan, p.133

[60] *Ibid*,p.133

Ha : The data are not normally distributed.

While the criteria acceptance or rejection of normality test are

H$_o$ is accepted if sig > = 0.05

H$_a$ is accepted if sig < = 0.05

b. **Linearity Test**

Linearity test is used to know the size of the linear relationship between two variables x and y. To know the data obtained are linear or not, the writer used SPSS (Statistical Program for Social Science) to check it in order to make the writer easy. Thus, the writer check the result of linearity by comparing with significant level (= 0.05). If the result is higher than , it means that the data are linear.

M. Hypothetical Test

The hypothesis is very important to find out whether or not the alternative hypothesis (H$_a$) or null hypothesis (H$_o$) is accepted in this research. In this case, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for hypothetical test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

While the criteria acceptance or rejection of normality test are:

H$_a$ is accepted if sig < = 0.05

H$_o$ is accepted if sig > = 0.05

The hypotheses are:

H_a = There is a correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade at MTs Sriwijaya east Lampung in 2018/2019 Academic Year.

H_o = There is no correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of ninth grade at MTs Sriwijaya east Lampung in 2018/2019 Academic Year.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Test

1. Result of Imperative Sentence Mastery

The writer got the data in the form of score. The score was derived from test. There were two tests in this research, they were imperative sentence mastery test and writing procedure text test. The test was conducted in order to see students' imperative sentence mastery. The writer used SPSS Statistic 17.0. The result of imperative sentence mastery test was described as follows:

Figure 1
The Result of Imperative Sentence Mastery Test
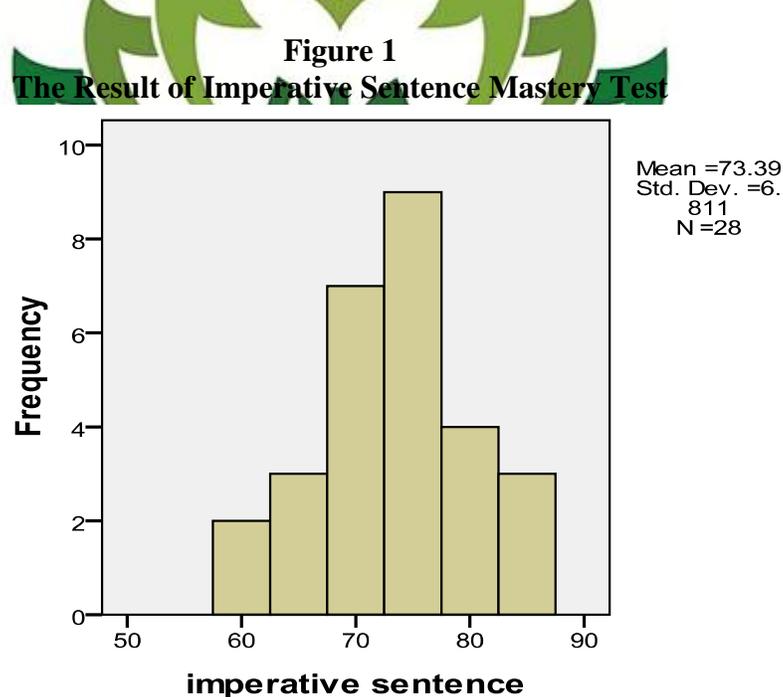
Based on the figure 1, it showed the result of the imperative sentence mastery test were the minimum score was 60 and the maximum score was 85. There were 2

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

2. Result of Procedure Text

The writer got the data in the form of score. The score was derived from test. There were two tests in this research, they were imperative sentence mastery test and writing procedure text test. The test was conducted in order to see students' writing procedure text ability. The writer used SPSS Statistic 17.0. The result of writing procedure text test was described as follows:

Figure 2
The Result of Writing Procedure Text Test

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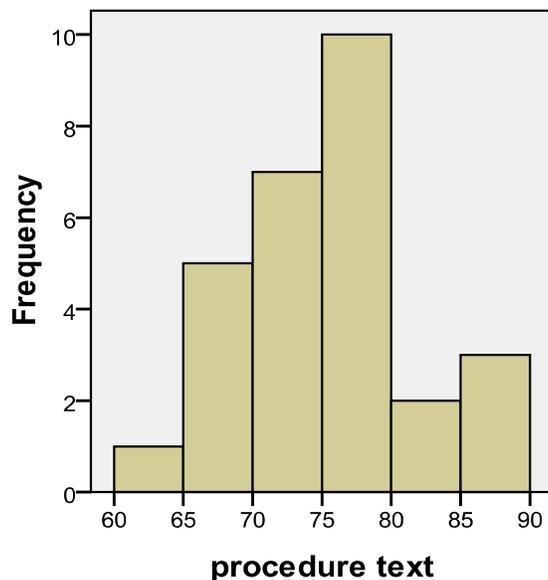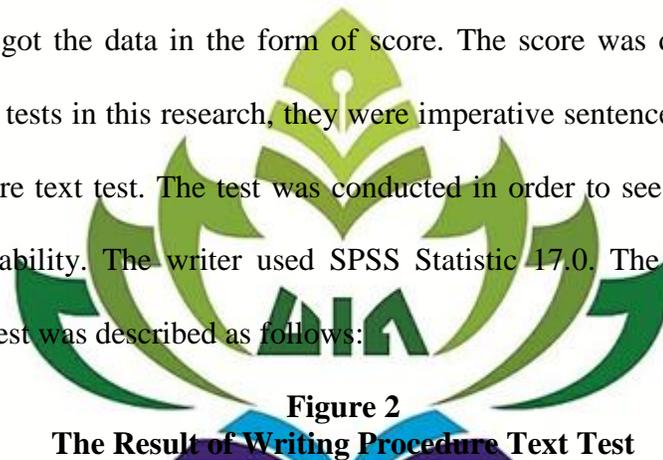
Based on the figure 2, it showed the result of the writing procedure test were the minimum score was 62 and the maximum score was 86. There was 1 student who got score 62. There were 5 students who got score 65. There were 5 students who got score 70. There were 2 students who got score 72. There were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

3. Result of Normality Test

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

Table 10

Tests of Normality

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

a. Lilliefors Significance Correction

Based on the table above, it could be seen that P_{value} (Sig) for imperative sentence mastery was .114 for Shaphiro Wilk. For writing procedure text, the P_{value} (Sig) was .150 for Shaphiro Wilk. Because Sig (P_{value}) of imperative sentence mastery

> = 0.05 it means H$_a$ was accepted and Sig (P$_{value}$) for the writing procedure text >

= 0.05 it means H$_a$ was accepted. The conclusion was that the data of imperative

sentence mastery and for writing procedure text had normal distribution.

4. Result of Linearity Test

The test was intended to test whether the data obtained were linear or not because

this was one of requirements to be able to use the Pearson product moment formula.

The writer used SPSS Statistic 17.0 and the result was as follow:

Table 11

Tests of Linearity

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

Based on value of significant level (= 0.05), the result of linearity test of

"Anova table" .0.37 > 0.05. It means there were linear relationship between two

variables X and Y.

5. Result of Hypothetical Test

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

The hypotheses were:

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

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

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

H_a was accepted if sig   = 0.05

H_0 was accepted if sig   = 0.05
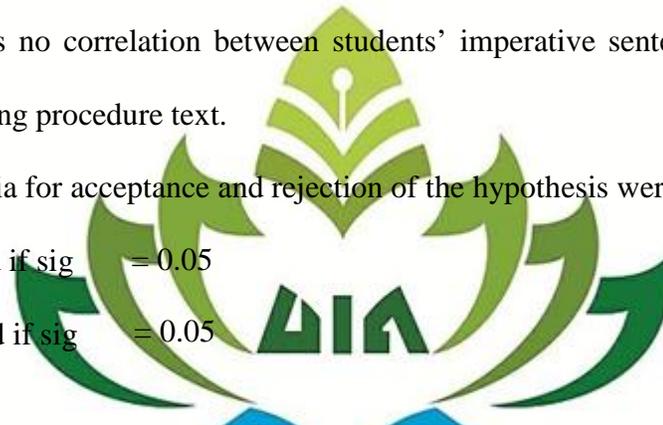
Table 12
Result of Hypothetical Test

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

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

Based on the table above, it was clear that the value of significant generated Sig (P_{value}) = 0.004   =0.05. Thus, H_0 was rejected and H_a was accepted. Based on the computation, it can be concluded that there was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade of MTs Sriwijaya East Lampung in the academic year of 2018/2019.

B. Discussion

The result of data analysis showed that there is correlation between students' imperative sentence mastery and their ability in writing procedure text. There are two types of the test in this research, they were imperative sentence test and writing procedure text test.

To analyze the data, SPSS (*Statistical Package for the Social Science*) version 17 was used to getting the result of the imperative sentence test, result of writing procedure text, result of normality test, result of linearity test, and result of hypothetical test. The purpose of using SPSS of version 17 in this case was for practicality and efficiency in the study.

.   Based on the result obtained by using SPSS (*Statistical Package for the Social Science*) version 17, the result mean of imperative sentence was 73.39, Std. Dev= 6.811 with the minimum score 60 and the maximum score was 85. While, the result

mean writing procedure text was 73.61, Std. Dev= 6.685 with the minimum score 62 and the maximum score was 86.

The result of the data analysis showed that the value of significant generated Sig (P_{value}) = 0.004   = 0.05. It means that there was positive correlation between two variables. In this research, the independent variable, imperative sentence mastery (X) was highly correlated with the dependent variable, writing procedure text (Y). And dependent variable, students' ability in writing procedure text (Y) was also highly correlated with student' imperative sentence mastery (X).

By seeing the result of the data calculation in the previous chapter, it showed that the alternative hypothesis (H_a) was consequently accepted, it means 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 Lampung in the academic year of 2018/2019. In other words, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means 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 Lampung in the academic year of 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the writer might draw conclusion. There was positive correlation between students' imperative sentence mastery and their ability in writing procedure text at the first semester of the ninth grade of MTs Sriwijaya East Lampung in the academic year of 2018/2019. Based on the result of the data calculation in the previous chapter, null hypothesis (H_0) was not accepted, and alternative hypothesis (Ha) was accepted. Thus, the writer's assumption was revealed imperative sentence mastery and writing procedure text are correlated significantly. Pearson product moment formula by using SPSS (*Statistical Package for the Social Science*) showed the result obtained that the value of significant generated Sig (P value) = 0.004   = 0.05. It can be revealed from the hypothesis testing.

B. Suggestion

Based on the conclusion above, the writer gave some suggestions as follows:

1. Suggestion for the Teacher

In this research, the writer found out that the correlation between students' imperative sentence mastery and writing procedure text can be

used to develop and motivate the students' ability in imperative sentence and writing procedure text. Due to the finding, English teacher can help students to increase their ability in imperative sentence and writing procedure text by using other effective technique. It can be done among others by providing certain clues based on the technique. This, that the students can increase their imperative sentence and writing procedure text.

2. **Suggestion for the Students**

The students should study hard and learn more of imperative sentence and practice in writing procedure text. They also should learn and be more seriously in learning English be active and creative in learning activity.

3. **Suggestion for the Next Writers**

In this research the writer focused on the correlation between students' imperative sentence mastery and writing procedure text. Therefore, it is suggested for the next writer to investigate the correlation between other English skills or English components.

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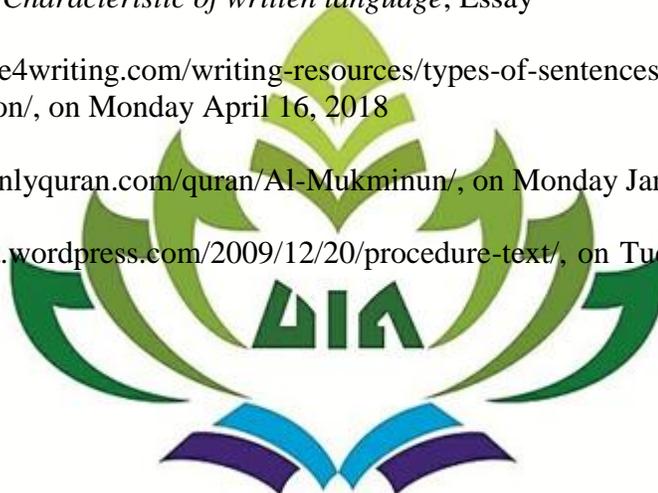
Appendix 1

Questions And Answers Of Interview With English Teacher In Preliminary

Research

Peneliti : Ada berapa kelas dan jumlah siswa kelas IX di MTs Sriwijaya sekarang bu?

Guru : Ada 3 kelas, masing – masing 28, 27, 28 siswa per kelas, jadi jumlah siswa kelas IX ada 83 orang.

Peneliti : Apakah ibu sudah mengajarkan materi imperative sentence dan menulis text prosedur kepada siswa kelas IX ?

Guru : Sudah, saya mengajarkan materi tersebut pada semester satu.

Peneliti : Lalu, bagaimana dengan hasil belajar atau kemampun siswa dalam materi tersebut.

Guru : Ada beberapa siswa yang paham dengan materi tersebut tapi kebanyakan siswa ada yang masih bingung juga.

Peneliti : Apa saja factor utama yang menyebabkan banyaknya siswa masih kesulitan dalam memahami materi tersebut bu ?

Guru : Dalam materi *imperative sentence*, siswa kebanyakan mengalami kesulitan dalam menggunakan bentuk kata kerja contoh kata "tuangkan" siswa ada yg menerjemahkan *pouring, poured dll* seharusnya *pour*. Sedangkan dalam menulis text procedure mereka banyak kesulitan dalam menyusun kalimat yang benar sesuai aturan dalam penulisan.

Peneliti : Adakah tehnik unggulan ibu untuk mengajar kelas IX ?

Guru : Saya kira tidak ada tehnik unggulan hanya saja kadang kadang saya mengajar menggunakan media laptop supaya siswa tidak bosan kalau belajar pakai buku terus menerus.

Appendix 2

Questions and Answers of Interview with Students

Peneliti	**:** Sudah berapa lama kalian belajar Bahasa inggris?
Siwa	**:** Sejak SD sudah belajar bahasa inggris.
Peneliti	**:** Apa pendapat kalian tentang pelajaran Bahasa Inggris ?
Siswa	**:** Bahasa Inggris adalah pelajaran cukup sulit dan susah dipahami. Tetapi kadang ingin bisa berbicara pakai bahasa inggris.
Peneliti	**:** Apa yang menyebabkan Bahasa Inggris susah dipelajari ?
Siswa	**:** Antara yang diucapkan dan yang dilihat berbeda dan banyak rumus rumusnya yang susah dihafalkan karena rumusnya mirip hampir sama antara satu sama yang lainya.
Peneliti	**:** Apakah kalian sudah belajar procedure text ?
Siswa	**:** iya, sudah.
Peneliti	**:** Apa yang kalian ketahui tentang procedure text ?
Siswa	**:** Procedure text itu text yang membahas tentang cara cara kak, misalnya cara membuat nasi goreng.
Peneliti	**:** Kesulitan apa saja yang kalian temui dalam menulis procedure text ?
Siswa	**:** Lumayan banyak kak, susah membuat textnya kedalam bahasa inggris sama penyusunan kalimatnya.
Peneliti	**:** Model pembelajaran Bahasa Inggris seperti apa yang kalian inginkan?
Siswa	**:** Model belajar yang menyenangkan sambal bermain, pokoknya tidak membosankan kak.

Appendix 3

SILABUS PEMBELAJARAN

Sekolah : **MTs Sriwijaya Bandar Sribhawono Lampung Timur**

Kelas : **(IX) Sembilan**

Pelajaran : **Bahasa Inggris**

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.7 Menangkap makna teks prosedur, lisan dan tulis, berbentuk resep dan manual, pendek dan	**Teks lisan dan tulis teks prosedur berbentuk (a) resep dan (b) manual pendek dan sederhana** _**Masing-masing**_	_**Masing-masing menggunakan prosedur yang sama**_ **Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa (a) resep dan (b) manual pendek dan sederhana dari beberapa sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) resep dan (b) manual pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang cara pembuatan makanan, minuman dalam (a) resep dan pengoperasian alat dalam (b) manual. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari

sederhana. 4.8 Menyusun teks prosedur, lisan dan tulis, pendek dan sederhana, berbentuk resep dan manual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*diajarkan secara terpisah* *Fungsi sosial* Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb. *Struktur text* **(gagasan utama dan informasi rinci)** Ungkapan baku yang	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a)	tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang cara pembuatan makanan, minuman dalam (a) resep dan pengoperasian alat dalam (b) manual. CARA PENILAIAN: **Kinerja (praktik)** Tugas menganalisis dan menghasilkan (a) resep dan (b) manual pendek dan sederhana tentang		internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

	digunakan dalam (a) resep dan (b) manual, dari sumber-sumber otentik. a. Menyebutkan tujuan b. Menyebutkan bahan dan/atau peralatan (jika diperlukan, opsional) c. Menyebutkan serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan *Unsur kebahasaan* (1) Tata bahasa: kalimat imperatif, negatif dan positif (2) Ungkapan dan kosa kata yang lazim digunakan dalam (a) resep dan (b) manual (3) Penggunaan nominal singular dan plural secara tepat, dengan	resep dan (b) manual pendek dan sederhana, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa (a) resep dan (b) manual pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan	makanan, minuman, dan alat yang nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan cara pembuatan makanan, minuman dalam (a) resep dan pengoperasian alat dalam (b) manual, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses		

atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(4) Ucapan, tekanan kata, intonasi

(5) Ejaan dan tanda baca

(6) Tulisan tangan

Topik

Makanan, minuman, barang, yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur,

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dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) resep dan (b) manual.

- Siswa membaca semua (a) resep dan (b) manual pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:

  - fungsi sosial setiap teks
  - tujuan setiap teks
  - bahan dan/atau peralatan yang digunakan
  - serangkaian langkah kerja secara urut dan runtut untuk mencapai tujuan
  - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

- Siswa membandingkan fungsi sosial, struktur teks,

---

pembelajaran di setiap tahapan.

- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

(a) Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan (a) resep dan (b) manual, termasuk kemudahan

| | disiplin, percaya diri, kerjasama dan bertanggung jawab. | dan unsur kebahasaan dari berbagai (a) resep dan (b) manual pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.

• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) resep dan (b) manual pendek dan sederhana yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisisnya..

Mengkomunikasikan

• Siswa mempelajari lebih banyak (a) resep dan (b) manual pendek dan sederhana dalam bahasa Inggris untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. | dan kesulitannya.

Tes tertulis

Membaca dan menulis teks (a) resep dan (b) manual yang menuntut pemahaman dan pemaparan tentang cara pembuatan makanan dan minuman dan pengoperasian alat.

Portofolio

a. Kumpulan karya teks (a) resep dan (b) manual tentang cara pembuatan makanan dan minuman dan pengoperasian alat | | |

		• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami (a) resep dan (b) manual pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	yang telah dibuat. b. Kumpulan hasil analisis tentang beberapa (a) resep dan (b) manual tentang cara pembuatan makanan dan minuman dan pengoperasian alat. c. Lembar soal dan hasil tes		

Appendix 4

Try Out Imperative Sentence Test

A. Choose the best answer of these questions by crossing a, b, c and d !

1. …… the door, so we can talk in private.
   a. Close   c. Closing
   b. Closed   d. To close

2. …… the egg and salt.
   a. Mixed   c. Mix
   b. Mixing   d. To mix

3. …… your homework.
   a. Done   c. Do
   b. Doing   d. Does

4. Please …… me the truth.
   a. Told   c. Tell
   b. Telling   d. To tell

5. …… the doctor now.
   a. Calling   c. Called
   b. Call   d. Has called

6. …… my book please.
   a. Taking   c. Token
   b. Took   d. Take

7. ……. The sugar into a glass.
   a. Have Pour   c. Pouring
   b. Poured   d. Pour

8. …… the book in the cupboard.
   a. Put   c. To Put
   b. Putting   d. Have put

9. …… off the television please.
   a. Turn   c. Turned

b. Turning   d. was turn

10. Please…… the rice.

    a. Cooked   c. Cook

    b. Cooking   d. To cook

11. Don't …… to Bandung, cause there were traffic jam

    a. Go   c. Going

    b. Went   d. Gone

12. …… afraid. Those dogs won't hurt you.

    a. Be   c. Don't be

    b. Not be   d. Don't been

13. Don't …… the painting.

    a. Touching   c. Touch

    b. Touched   d. will touch

14. Don't …… the window, it is broken

    a. Opened   c. Opening

    b. Open   d. To open

15. …… ask me the question again.

    a. Don't   c. Not

    b. Does not   d. Did not

16. Don't …… the apple, it is mine.

    a. Ate   c. Eaten

    b. Eating   d. Eat

17. Don't …… the game every time.

    a. Played   c. Playing

    b. Play   d. Player

18. Don't …… the sugar again.

    a. Added   c. To add

    b. Adding   d. Add

19. Don't …… my car.

    a. Using   c. Used

    b. Use   d. To use
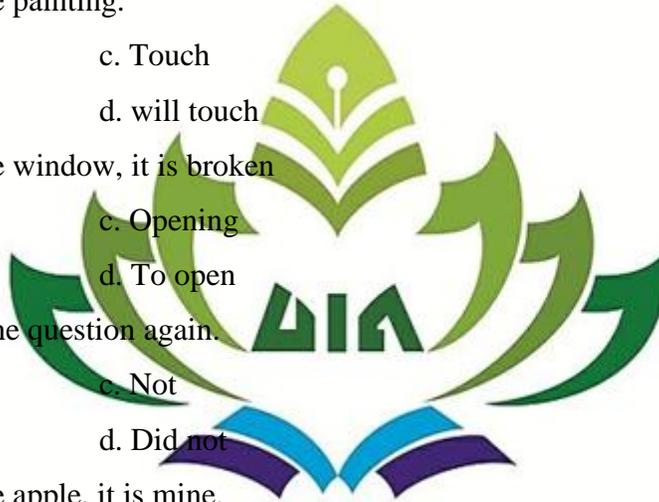
20. Don't …… the cloth here.

    a. Washed   c. Wash

    b. Washing   d. Washes

21. …… I ask for you help?

    a. May   c. Might

    b. To May   d. Mays

22. …… I sit down beside you?

    a. Could   c. Couldn't

    b. Can   d. Can't

23. Can I …… your jacket?

    a. Borrow   c. borrowed

    b. Borrowing   d. To borrow

24. …… you mind to help me?

    a. Did   c. Do

    b. Does   d. Don't

25. Will you …… me?

    a. Marry   c. Married

    b. Marries   d. To marry

26. Can you …… me the newspaper?

    a. Bringing   c. Brought

    b. To bring   d. Bring

27. Will you …… for me?

    a. Sung   c. Sang

    b. Sing   d. Singing

28. Can you …… my e mail, please?

    a. Check   c. Checking

    b. Checked   d. To check

29. Will you mind to …… to my house?

    a. Came   c. Come

    b. Coming   d. Comes
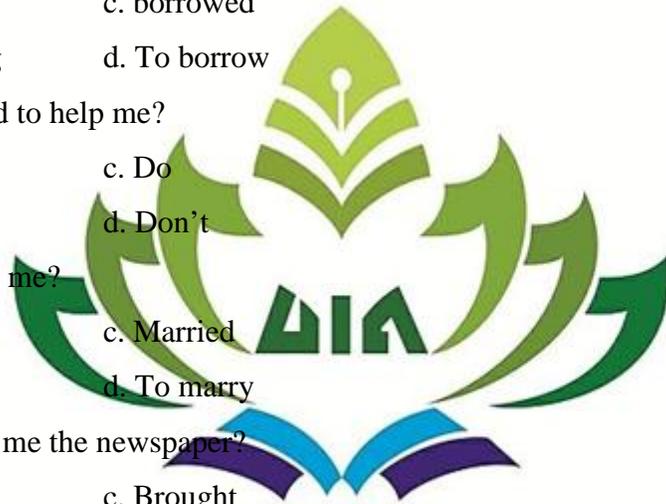
30. May I …… your pen?

    a. Lend   c. To lent

    b. Lender   d. Lent

31. …… your shoes when enter room.

    a. Opened   c. To open

    b. Opening   d. Open

32. ….. so much noise. The baby is sleeping

    a. Don't make   c. Don't making

    b. Don't makes   d. Not make

33. Please…..! some sugar for me.

    a. Bought   c. Buy

    b. Buying   d. Buys

34. ….. for lunch together.
    a. Let's goes   c. Let's going
    b. Let's go   d. Let's gone

35. ….. waste our time.
    a. Let's not   c. Let's doesn't
    b. Lets' don't   d. Let's no

36. Will you ….. me to go to market ?
    a. Do you company c. A companied
    b. Be a company   d. A company

37. ….. the room meat !
    a. Keep   c. Keeping
    b. Kept   d. Be keeping

38. Don't ….. your motorcycle more than 120 KM.
    a. Riding   c. Rider
    b. Ride   d. be rider

39. Would you mind ….. me same water ?
    a. Brings   c. Bring
    b. Bringing   d. To bring

40. ….. the sentence loudly.
    a. Reading   c. Reads
    b. Read   d. To read
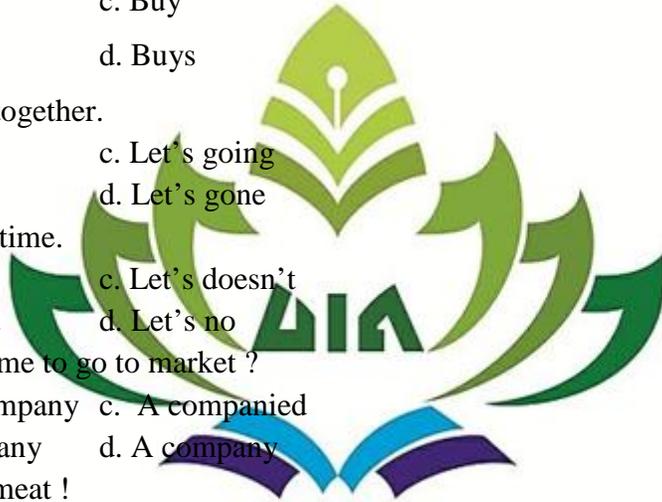
Appendix 5

Answer Key Try Out Imperative Sentence Test

1. A	21. A
2. C	22. B
3. C	23. A
4. C	24. C
5. B	25. A
6. D	26. D
7. D	27. B
8. A	28. A
9. A	29. C
10. C	30. A
11. A	31. D
12. C	32. A
13. C	33. C
14. B	34. B
15. A	35. B
16. D	36. D
17. B	37. A
18. D	38. B
19. B	39. C
20. C	40. B

Appendix 6

<h1 style="text-align:center">Imperative Sentence Test</h1>

A. Choose the best answer of these questions by crossing a, b, c and d !

1. …… your homework.
   c. Done   c. Do
   d. Doing   d. Does

2. …… the doctor now.
   c. Calling   c. Called
   d. Call   d. Has called

3. ……. The sugar into a glass.
   c. Have Pour   c. Pouring
   d. Poured   d. Pour

4. …… off the television please.
   c. Turn   c. Turned
   d. Turning   d. was turn

5. Don't …… to Bandung, cause there were traffic jam
   c. Go   c. Going
   d. Went   d. Gone

6. …… afraid. Those dogs won't hurt you.
   c. Be   c. Don't be
   d. Not be   d. Don't been

7. Don't …… the painting.
   c. Touching   c. Touch
   d. Touched   d. will touch

8. Don't …… the game every time.
   c. Played   c. Playing
   d. Play   d. Player

9. Don't …… the sugar again.
   c. Added   c. To add

d. Adding   d. Add

10. Don't …… my car.

    c. Using   c. Used

    d. Use   d. To use

11. …… I ask for you help?
    c. May   c. Might

    d. To May   d. Mays

12. …… I sit down beside you?

    c. Could   c. Couldn't

    d. Can   d. Can't

13. Can I …… your jacket?
    c. Borrow   c. borrowed

    d. Borrowing   d. To borrow

14. Will you …… me?
    c. Marry   c. Married

    d. Marries   d. To marry

15. Can you …… me the newspaper?

    c. Bringing   c. Brought

    d. To bring   d. Bring

16. Can you …… my e mail, please?

    c. Check   c. Checking

    d. Checked   d. To check

17. May I …… your pen?
    c. Lend   c. To lent

    d. Lender   d. Lent

18. ….. so much noise. The baby is sleeping

    c. Don't make   c. Don't making

    d. Don't makes   d. Not make

19. …..the room meat!
    c. Keep   c. Keeping
    d. Kept   d. Be keeping

20. ….. the sentence loudly.
    c. Reading   c. Reads
    d. Read   d. To read
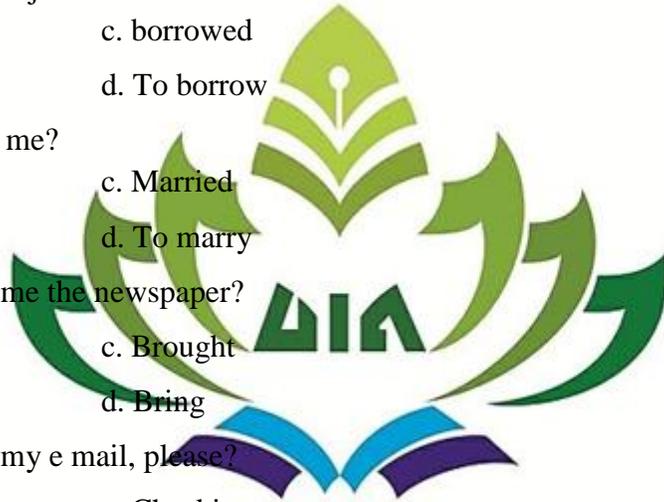
Appendix 7

Answer Key of Imperative Sentence Test

1. C
2. B
3. D
4. A
5. A
6. C
7. C
8. B
9. D
10. B

11. A
12. B
13. A
14. A
15. D
16. A
17. A
18. A
19. A
20. B

Appendix 8

Writing Procedure Text Test

A. Instruction

    1. Write your name and class clearly on the paper

    2. Use time adequately

    3. Work individually

B. Direction

    1. Choose one of the topic bellow and write a procedure text correctly based on the topic chosen.

a. Fried Chiken

c. Fried Rice

b. Orange Juice

d. Ice Tea

Appendix 9

INSTRUMENT READABILITY

Name :

Class :

Berdasarkan instrument pada test menulis, jawablah pertanyaan berikut.

No	Pertanyaan	Ya	Tidak	Skala (1-10)[*]	Komentar
1	Apakah anda paham perintah (instruction) nomor satu ?				
2	Apakah anda paham perintah (instruction) nomor dua ?				
3	Apakah anda paham perintah (instruction) nomor tiga ?				
4	Apakah anda paham perintah (direction) nomer satu ?				

[*]**1 menjelaskan soal yang mudah untuk dibaca dan 10 menjelaskan soal yang susah untuk dibaca**

APPENDIX 10

Imperative Sentence Score

No.	Name	Gender	Code	SCORE
1	ABTA MEI MAULANA	M	AMM	80
2	AFIF RAMADANI SAPUTRA	M	ARS	65
3	AFIF ZAINUL MUTAQIN	M	AZM	80
4	AJENG NADIA PRASTIWI	F	ANP	75
5	ALI MUSAFIR	M	AM	75
6	ANA UMI KHOIRIYAH	F	AUK	75
7	CAHYANI PUTRI	F	CP	70
8	CINDY SEPTIANI	F	CS	80
9	DEA SUGITA RAHMADANI	F	DSR	70
10	DEWI PUSPITA SARI	F	DPS	60
11	DIKI KURNIAWAN	M	DK	65
12	DWI NUR WIYANTI	F	DNW	75
13	EKA ERNITA YULIANTI	F	EEY	70
14	FATKHUL MUJIB	F	FM	70
15	HIDAYATUL WIDIYANTI	F	HW	85
16	ILHAM ADHA	M	IA	65
17	IMAM ABDUL KHOLIK	M	IAK	70
18	LAILATUL YUNIAR A	F	LY	75
19	MUHAMAD USMAN	M	MU	70
20	M FAJAR AINUN NAIM	M	MFAN	75
21	M RAFI AD DAROJAT	M	MRD	75
22	PUTRI CAHYANI	F	PC	75
23	PUTRI APRILIA	F	PA	70
24	RATNA SARI	F	RS	85
25	SHOLEKAH	F	S	75
26	SITI FAUZIAH	F	SF	80
27	TUTI AKMALIA	F	TA	85
28	UMI KULSUM	F	UK	60

APPENDIX 11

Procedure Text Test Score

No.	Name	Gender	Code	SCORE
1	ABTA MEI MAULANA	M	AMM	78
2	AFIF RAMADANI SAPUTRA	M	ARS	72
3	AFIF ZAINUL MUTAQIN	M	AZM	75
4	AJENG NADIA PRASTIWI	F	ANP	65
5	ALI MUSAFIR	M	AM	75
6	ANA UMI KHOIRIYAH	F	AUK	80
7	CAHYANI PUTRI	F	CP	65
8	CINDY SEPTIANI	F	CS	75
9	DEA SUGITA RAHMADANI	F	DSR	86
10	DEWI PUSPITA SARI	F	DPS	62
11	DIKI KURNIAWAN	M	DK	75
12	DWI NUR WIYANTI	F	DNW	70
13	EKA ERNITA YULIANTI	F	EEY	65
14	FATKHUL MUJIB	F	FM	70
15	HIDAYATUL WIDIYANTI	F	HW	78
16	ILHAM ADHA	M	IA	72
17	IMAM ABDUL KHOLIK	M	IAK	75
18	LAILATUL YUNIAR A	F	LY	70
19	MUHAMAD USMAN	M	MU	75
20	M FAJAR AINUN NAIM	M	MFAN	86
21	M RAFI AD DAROJAT	M	MRD	70
22	PUTRI CAHYANI	F	PC	78
23	PUTRI APRILIA	F	PA	65
24	RATNA SARI	F	RS	80
25	SHOLEKAH	F	S	70
26	SITI FAUZIAH	F	SF	86
27	TUTI AKMALIA	F	TA	78
28	UMI KULSUM	F	UK	65

APPENDIX 12

Result of Readability Test

No.	Name	Question and Scale				Total	Mean
		1	2	3	4		
1	ABTA MEI MAULANA	2	2	1	1	6	1,5
2	AFIF RAMADANI SAPUTRA	3	1	4	3	11	2,75
3	AFIF ZAINUL MUTAQIN	2	2	1	1	6	1,5
4	AJENG NADIA PRASTIWI	3	2	1	1	7	1,75
5	ALI MUSAFIR	1	1	1	1	4	1
6	ANA UMI KHOIRIYAH	2	2	1	1	6	1,5
7	CAHYANI PUTRI	2	2	2	2	8	2
8	CINDY SEPTIANI	3	3	3	1	10	2,5
9	DEA SUGITA RAHMADANI	1	3	2	4	10	2,5
10	DEWI PUSPITA SARI	4	4	2	4	14	3,5
11	DIKI KURNIAWAN	2	2	1	1	6	1,5
12	DWI NUR WIYANTI	3	3	2	1	9	2,25
13	EKA ERNITA YULIANTI	3	4	1	4	12	3
14	FATKHUL MUJIB	3	2	1	3	9	2,25
15	HIDAYATUL WIDIYANTI	4	2	4	3	13	3,25
16	ILHAM ADHA	2	4	2	4	12	3
17	IMAM ABDUL KHOLIK	2	3	1	1	7	1,75
18	LAILATUL YUNIAR A	2	2	2	2	8	2
19	MUHAMAD USMAN	3	3	4	1	11	2,75
20	M FAJAR AINUN NAIM	1	2	2	2	7	1,75
21	M RAFI AD DAROJAT	3	4	2	3	12	3
22	PUTRI CAHYANI	3	4	3	3	13	3,25
23	PUTRI APRILIA	3	4	2	3	12	3
24	RATNA SARI	1	1	2	1	5	1,25
25	SHOLEKAH	1	3	4	3	11	2,75
26	SITI FAUZIAH	2	4	2	4	12	3
27	TUTI AKMALIA	2	2	1	1	6	1,5
28	UMI KULSUM	3	2	1	1	7	1,75
Total							63,5
Mean							2,2678

Conclusion: the instrument is readable because the mean of the items of writing test is 2.26 lower than 4.43

Appendix 13

Reliability of Imperative Sentence

Rata2= 14.61   KorelasiXY= 0.46   Butir Soal= 4

Simpang Baku= 1.42   Reliabilitas Tes= 0.63   Jumlah Subyek= 28

No Urut	No Subyek	Kode/Nama Subjek	Skor Ganjil	Skor Genap	Skor Total
1	15	HW	8	9	17
2	24	RS	9	8	17
3	27	TA	9	8	17
4	1	AMM	10	6	16
5	3	AZM	8	8	16
6	26	SF	10	6	16
7	4	ANP	10	5	15
8	5	AM	9	6	15
9	6	AUK	10	5	15
10	8	CS	8	7	15
11	12	DNW	10	5	15
12	18	LY	9	6	15
13	20	MFAM	9	6	15
14	21	MRD	9	6	15
15	22	PC	9	6	15
16	23	PA	7	8	15
17	25	S	10	5	15
18	7	CP	9	5	14
19	9	DSR	9	5	14
20	14	FM	9	5	14
21	17	IAK	7	7	14
22	19	MU	9	5	14
23	2	ARS	8	5	13
24	13	EEY	7	6	13
25	16	IA	10	3	13
26	10	DPS	8	4	12
27	11	DK	9	3	12
28	28	UK	8	4	12

Appendix 14

Reliability of Procedure Text

No	Name	Content		Organization		Vocabulary		Language		Mechanics		Total Score		Average Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	ABTA MEI MAULANA	19	18	17	18	18	17	18	19	5	7	77	79	78
2	AFIF RAMADANI SAPUTRA	18	15	16	16	16	17	19	18	5	4	74	70	72
3	AFIF ZAINUL MUTAQIN	18	17	18	17	17	16	17	18	6	6	76	74	75
4	AJENG NADIA PRASTIWI	17	18	16	16	15	10	16	15	4	3	68	62	65
5	ALI MUSAFIR	19	19	17	14	17	15	18	19	7	5	78	72	75
6	ANA UMI KHOIRIYAH	20	19	19	18	19	17	19	18	5	6	82	78	80
7	CAHYANI PUTRI	17	18	16	14	14	15	15	14	4	3	66	64	65
8	CINDY SEPTIANI	18	19	18	16	17	15	19	19	5	4	77	73	75
9	DEA SUGITA RAHMADANI	20	20	19	20	20	19	18	19	8	9	85	87	86
10	DEWI PUSPITA SARI	14	15	15	16	14	15	14	13	3	5	60	64	62
11	DIKI KURNIAWAN	18	20	16	17	16	15	19	20	4	5	73	77	75
12	DWI NUR WIYANTI	17	18	15	16	14	12	17	20	6	5	69	71	70
13	EKA ERNITA YULIANTI	17	18	15	16	15	14	14	15	3	3	64	66	65
14	FATKHUL MUJIB	18	16	16	15	18	15	18	14	6	4	76	64	70
15	HIDAYATUL WIDIYANTI	20	17	15	16	16	17	20	19	5	5	76	74	75
16	ILHAM ADHA	17	19	16	16	18	14	18	18	5	3	74	70	72
17	IMAM ABDUL KHOLIK	19	18	17	17	18	19	16	17	5	4	75	75	75
18	LAILATUL YUNIAR A	17	18	15	16	15	15	17	16	4	6	71	69	70
19	MUHAMAD USMAN	16	17	15	16	15	15	14	15	3	4	73	77	75
20	M FAJAR AINUN NAIM	20	19	19	20	20	19	18	20	9	8	86	86	86
21	M RAFI AD DAROJAT	17	18	16	15	15	15	18	17	5	4	72	68	70
22	PUTRI CAHYANI	17	18	18	17	19	18	17	19	7	6	78	78	78
23	PUTRI APRILIA	18	17	17	15	15	16	14	13	3	2	67	63	65
24	RATNA SARI	18	19	17	18	18	18	18	19	7	8	78	82	80
25	SHOLEKAH	17	18	16	16	15	15	16	18	4	5	68	72	70
26	SITI FAUZIAH	20	19	19	20	20	19	19	19	9	8	87	85	86

| 27 | TUTI AKMALIA | 17 | 18 | 16 | 16 | 15 | 15 | 15 | 18 | 4 | 6 | 67 | 73 | 70 |
| 28 | UMI KULSUM | 18 | 17 | 15 | 15 | 14 | 15 | 15 | 14 | 3 | 4 | 65 | 65 | 65 |

$D = (R1-R2)$

$D^2 = 448$

$$rho_{XY} = 1 - \frac{6\ D^2}{N\ (N^2-1)}$$

$$rho_{XY} = 1 - \frac{6\ (448)}{28\ (28^2-1)}$$

$$rho_{XY} = 1 - \frac{2688}{28(783)}$$

$$rho_{XY} = 1 - \frac{2688}{21924}$$

$rho_{XY} = 1 - 0,122605364$

$rho_{XY} = 0, 877394636$ (*very high reliability*)

Appendix 15

Rekap Analysis Butir Soal Try Out Imperative Sentence Mastery

Rata2= 22.46   KorelasiXY= 0.70   Butir Soal= 4
Simpang Baku= 5.73   Reliabilitas Tes= 0.82   Jumlah Subyek= 28

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	-12.50	Sedang	0.131	-
2	25.00	Mudah	0.224	-
3	62.50	Sedang	0.596	Sangat Signifikan
4	12.50	Mudah	0.198	-
5	62.50	Sukar	0.552	Sangat Signifikan
6	12.50	Mudah	0.106	-
7	50.00	Sukar	0.482	Sangat Signifikan
8	-12.50	Sedang	0.070	-
9	50.00	Mudah	0.539	Sangat Signifikan
10	12.50	Mudah	-0.003	-
11	62.50	Sedang	0.583	Sangat Signifikan
12	50.00	Sedang	0.476	Sangat Signifikan
13	62.50	Sedang	0.558	Sangat Signifikan
14	37.50	Sedang	0.262	-
15	25.00	Mudah	0.198	-
16	25.00	Mudah	0.151	-
17	37.50	Mudah	0.312	Signifikan
18	50.00	Sedang	0.416	Sangat Signifikan
19	50.00	Sedang	0.413	Sangat Signifikan
20	25.00	Mudah	0.136	-
21	25.00	Sukar	0.327	Signifikan
22	50.00	Sedang	0.502	Sangat Signifikan
23	37.50	Sedang	0.415	Sangat Signifikan
24	12.50	Mudah	0.165	-
25	50.00	Mudah	0.554	Sangat Signifikan
26	50.00	Sukar	0.398	Sangat Signifikan
27	37.50	Mudah	0.277	-
28	75.00	Sedang	0.596	Sangat Signifikan
29	25.00	Mudah	0.106	-
30	75.00	Sedang	0.569	Sangat Signifikan
31	25.00	Mudah	0.253	-
32	50.00	Sukar	0.468	Sangat Signifikan
33	-12.50	Sedang	-0.011	-
34	-12.50	Mudah	-0.088	-
35	37.50	Sedang	0.217	-
36	0.00	Sukar	-0.018	-
37	50.00	Sedang	0.356	Signifikan

38	0.00	Mudah	0.090	-
39	37.50	Sukar	0.187	-
40	25.00	Mudah	0.415	Sangat Signifikan

APPENDIX 16

Students' Name of Try Out

No.	Name	Gender	Code
1	ADIB NUR SIDIK	M	ANS
2	AHMAD KHORI	M	AH
3	ALFI KHOIRUN NAF'AH	F	AKN
4	ALMAHDI KHOLID	M	AK
5	ANAS IRFANDA PUTRI	F	AIP
6	ANTO WIJAYA	M	AW
7	BAYU ARIE RIYANTIO	M	BAR
8	CHINDYANUR PRASETIANI	F	CP
9	DEA FITRIANA MARICCA	F	DFM
10	DEPRI SAPUTRA	M	DS
11	DIKI KURNIAWAN	M	DK
12	DWI FATMAWATI	F	DF
13	EKA LESTARI	F	EL
14	FATMAWATI	F	F
15	LARAS RODIYAH	F	LR
16	M KHOLILI JAKFAR	M	MKJ
17	MELDA ISMALIA	F	MI
18	MUHAMAD AGUNG SETIAWAN	M	MAS
19	MUHAMAD ISMA AZIZ	M	MAI
20	MUHAMAD ULIN NUHA	M	MUN
21	NINDI ISTIANI	F	NI
22	NUR HALIMAH	F	NH
23	NURLELA TUSIAM	F	NT
24	RIFKI AMITRUL AGNI	M	RAA
25	SITI LATIFAH	F	SL
26	SITI NUR HALIMAH	F	SNH
27	UMI FAUZITUL FAJRIYAH	F	UFF
28	VIKI KURNIAWAN	M	VK

APPENDIX 17

Students' Name of Sample

No.	Name	Gender	Code
1	ABTA MEI MAULANA	M	AMM
2	AFIF RAMADANI SAPUTRA	M	ARS
3	AFIF ZAINUL MUTAQIN	M	AZM
4	AJENG NADIA PRASTIWI	F	ANP
5	ALI MUSAFIR	M	AM
6	ANA UMI KHOIRIYAH	F	AUK
7	CAHYANI PUTRI	F	CP
8	CINDY SEPTIANI	F	CS
9	DEA SUGITA RAHMADANI	F	DSR
10	DEWI PUSPITA SARI	F	DPS
11	DIKI KURNIAWAN	M	DK
12	DWI NUR WIYANTI	F	DNW
13	EKA ERNITA YULIANTI	F	EEY
14	FATKHUL MUJIB	F	FM
15	HIDAYATUL WIDIYANTI	F	HW
16	ILHAM ADHA	M	IA
17	IMAM ABDUL KHOLIK	M	IAK
18	LAILATUL YUNIAR A	F	LY
19	MUHAMAD USMAN	M	MU
20	M FAJAR AINUN NAIM	M	MFAN
21	M RAFI AD DAROJAT	M	MRD
22	PUTRI CAHYANI	F	PC
23	PUTRI APRILIA	F	PA
24	RATNA SARI	F	RS
25	SHOLEKAH	F	S
26	SITI FAUZIAH	F	PC
27	TUTI AKMALIA	F	TA
28	UMI KULSUM	F	UK