

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING IMPERATIVE SENTENCE ON PROCEDURE TEXT AT SECOND GRADE KULINER 7 IN SMKN 9 PADANG

Lidya Nurhuda, Rahma Dania, Suparmi
lidya.nurhuda18@gmail.com
Universitas Putra Indonesia "YPTK" Padang

Abstract

This research aims (1) to find out the difficulties students find in writing imperative sentences in procedural texts, (2) to find out the factors that cause students to have difficulty writing imperative sentences in second grade Culinary 7 procedure texts at SMKN 9 Padang. This research is a qualitative research. The data collection techniques are observation, written tests, and interviews. The research subjects were 27 second grade students of Culinary 7 at SMKN 9 Padang. The indicators of difficulty studied are social function, structure and linguistic features. From the data obtained, as many as 10% of students experienced difficulties with the social function indicators, 40% of students experienced difficulties with the structure indicators, and another 50% experienced difficulties with the linguistic feature indicators. Factors that influence students' difficulties in writing imperative sentences in procedural texts are students' lack of proficiency in English and ineffective learning strategy.

Key words

Comprehension, Command Sentences, Writing Difficulty

Introduction

Writing is an activity to express or describe feelings, thoughts, ideas, seen, and observed by the writer in written form. The results of written works can be in the form of narratives, books, novels, poems, rhymes, news, fairy tales, and many more that are commonly encountered in everyday life. Writing is a form of indirect communication to convey intent and purpose to the intended person. According to Tarigan (2008), writing skill is one of the productive and expressive

language skills that are used to communicate indirectly and not face to face with other parties.

The teaching style in the class influences students' interest in writing. A learning style is the way that different students learn. A style of learning refers to an individual's preferred way to absorb, process, comprehend and retain information. Learning styles that are monotonous and do not vary are one of the factors causing students to be lazy to learn to write, especially writing in English. English is a subject with very little interest. Teachers must be good at dealing with this so that English becomes an interesting subject for students so that it can improve students' writing skills in English.

Literature Review

Writing is define as an activity to find ideas, thoughts, feelings, and communicate them in written form so that other people get information from the writer. According to Johnson (2013), writing is having ideas, organizing ideas, and communicating ideas. Also, Troyka in Lauri (2011) states that writing is a way of communicating a message to a reader for a purpose.

In writing, readers do not need to communicate directly with writers to get information. Readers can get the information conveyed by the author through the writings made by the author. Therefore, the writer must have good writing skills so that the reader can receive the information that is made clear. Tarigan (2013) reveals that writing is a language skill used to communicate with other people indirectly directly, not face to face with other people.

Based on the explanation above, the researcher concludes that writing is an activity carried out by the writer to express ideas, thoughts, feelings, and information in a written form that is clear and can be understood by the reader as a form of indirect communication.

Research Method

In this study, researcher used qualitative in order to complete this research. According to Creswell (2012), qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem. It means that, qualitative research is a method of studying and comprehending the meaning, which individuals or groups attach to a social or human issue.

Furthermore, the researcher used descriptive qualitative research. According to Mukhtar (2013), qualitative descriptive research method is a method used by researchers to find knowledge or theory of research at a certain time. Qualitative descriptive research, descriptive is a formulation of the problem guide research to explore or photograph social situations that will researched thoroughly, broadly and deeply.

Then, the purpose of this research found out the students' difficulties in writing imperative sentences on procedure text in second grade Kuliner 7 SMKN 9 Padang and the factors causes students' difficulties in writing imperative sentences on procedure text in second grade Kuliner 7 SMKN 9 Padang.

Research setting

This research was conducted on at second grade of Kuliner 7 in SMKN 9 Padang because previously researcher had carried out teaching practice at SMKN 9 Padang so that researcher knew the conditions and abilities of students at this school. The school address is at Bundo Kanduang Street No 18 Padang.

Research participant

In this study, researchers used purposive sampling. Researchers took Kuliner class two as research participants. That is, the sample is selected based on the criteria. The researcher chose Kuliner class two because they were learning to write procedure texts.

The population in this study was students of class XI Kuliner at SMKN 9 Padang in the academic year 2023/2024. Class XI Kuliner at SMKN 9 Padang is divided into seven classes. In the following, the researcher showed the total number of students in class XI Kuliner at SMKN 9 Padang.

Instrumentation

The instrumentation is how the researcher collects the data. As said by Rismawati (2017), Research instrument is the tools of facilities used by researcher in collecting data, hope the result of research is more accurate, complete, and systematic, so the process is easier.

1. Observation

In this study, researcher observed directly how the conditions and students while studying in class. After observed the conditions and

circumstances of the students in the class, the researcher retrieved data according to what the researcher observed.

Table 3.2 Observation sheet

| No | Indicator | Statement | Answer | |
|----|--|---|--------|----|
| | | | Yes | No |
| 1 | Students' proficiency | Students are able to write imperative sentences in procedure text | | |
| | | Students are able to use imperative sentences according to the instructions in the procedure text | | |
| 2 | Students' knowledge | Students know a lot of imperative sentence vocabulary for procedure text | | |
| | | Students are able to put imperative sentences in procedural text according to V1, V2, V3 | | |
| 3 | Effective strategies in learning English | A fun and not boring learning style | | |
| | | Students are excited and enthusiastic when learning English | | |

Adapted from : Sumiati (2019)

2. Test

Test is a technique used in order to carry out measurement activities, in which there are various questions, or a series of tasks that must be done or answered by students to measure aspects of student behavior.

Table 3.3 Scoring Rubrics for Writing Test

| No | Writing aspect | Score | Category | Description |
|----|----------------|-------|----------|-------------|
|----|----------------|-------|----------|-------------|

| | | | | |
|---|-----------------|---|-----------------|---|
| 1 | Social Function | 4 | Excellent | All imperative sentences are in accordance with the steps that must be carry out in the procedure text |
| | | 3 | Good to average | Most imperative sentences are in accordance with the steps that must be carry out in the procedure text |
| | | 2 | Fair to poor | Some imperative sentences are in accordance with the steps that must be carry out in the procedure text |
| | | 1 | Very poor | Limited number imperative sentences are in accordance with the steps that must be carry out in the procedure text |
| 2 | Structure | 4 | Excellent | Well organized and perfectly coherent; composition contains the generic structure of the imperative sentence procedure text |
| | | 3 | Good to average | Fairy well organized and generally coherent; composition contains the generic structure of the imperative sentence procedure text |
| | | 2 | Fair to poor | Loosely organize coherent; composition contains the generic structure of the imperative sentence procedure text |
| | | 1 | Very poor | Ideas disorganized lack logical sequencing. The composition contains the generic structure of the imperative sentence |

| | | | | |
|---|-------------------|---|-----------------|--|
| | | | | procedure text |
| 3 | Language Features | 4 | Excellent | Very effective choice of words; no misuse of vocabulary and words forms |
| | | 3 | Good to average | Effective choice of words; few misuse of vocabulary and words forms |
| | | 2 | Fair to poor | Less effective choice of words; some misuse of vocabulary and words forms |
| | | 1 | Very poor | Not effective choice of words; a lot of misuse of vocabulary and words forms |

Adapted from : Suryani (2020)

3. Interview

Interview is a question and answer activity through oral to get information. Interviews are also a data collection technique that is carried out if the researcher wants to know things from respondents in more depth. The researcher used Open-ended question to do interview, where the researcher asks detail more information to the students about the difficulties in writing imperative sentences on procedure text.

Table 3.4 Interview Instrument for indicator difficulty

| No | Indicator factor | Question | Answer | |
|----|------------------|---|--------|----|
| | | | Yes | No |
| 1 | Social function | Do you have difficulty in writing imperative sentences on procedure text? | | |
| | | Do you have difficulty in understanding function in | | |

| | | | | |
|---|-------------------|--|--|--|
| | | writing imperative sentences on procedure text? | | |
| 2 | Structure | Do you have difficulty in the organization when writing imperative sentences on procedure text? | | |
| 3 | Language features | Do you have difficulty in the vocabulary when writing imperative sentences on procedure text? | | |
| | | Do you have difficulty in language features when writing imperative sentences on procedure text? | | |

JULIET (2021)

Table 3.5 Interview Instrument for indicator factor

| No | Indicator Factor | Question | Answer | |
|----|-----------------------|--|--------|----|
| | | | Yes | No |
| 1 | Students' Proficiency | Are you able to write imperative sentences in procedure text? | | |
| | | Are you able to use imperative sentences according to the instructions in the procedure text | | |
| 2 | Students' knowledge | Do you know a lot of imperative sentence vocabulary for procedure text? | | |
| | | Are you able to put imperative sentences in procedural text according to V1, V2, V3? | | |

| | | | | |
|---|----------------------|---|--|--|
| 3 | Effective Strategies | Is the learning atmosphere fun and not boring? | | |
| | | Are you excited and enthusiastic when learning English? | | |

Techniques of Data Collection

data collection techniques are techniques or methods that can be used by researchers to collect data. Refers to how the method used by researcher to obtain data. In this section, the researcher discussed how the data collection techniques are apply in this study.

1. Observation

Before analyzing students' difficulties in writing imperative sentences in procedural texts, the researcher must first know the conditions of the students in the class. In observing the learning process, researchers used observation guidelines that focused on the activities of students and teachers during the learning process of writing imperative sentences in the procedure text.

2. Writing Test

Writing tests are needed to test the extent of students' abilities and difficulties in writing imperative sentences in procedural texts. From the results of the written test conducted, the researcher can assessed how difficult it is for students to write imperative sentences in procedural texts.

3. Interview

The next step is the interview. An interview is an activity of asking and providing information according to questions made between the interviewer and the person being interviewed. Interviews are needed because researcher needed valid and in-depth data on why students have difficulty writing imperative sentences in procedure text.

The Procedure of Data Analysis

There are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.

Based on the above research instruments, researcher analyzed the data in the following ways:

1. Classifying

The next step is classifying; identify and categorize data to organize data based on needs. At this stage, the researcher classified the data and then categorized it based on students' writing abilities and students' difficulties in writing imperative sentences in procedural texts.

Formula score :

The maximum score in this measurement is 100, so the student mark can be calculated as follows :

$$\text{Student mark} = \frac{\text{Total score (SF + S + LF)} \times 25}{3}$$

For the average score, the writing ability by student's can be concluded by using the standard taken from Putra in; Suryani (2020)

Table 3.6 The Measurement of the Students' Achievement

| Criteria of mastery level of achievement | |
|--|-----------|
| 91-100 | Excellent |
| 81-90 | Very good |
| 71-80 | Average |
| 61-70 | Poor |
| Below 60 | Very Poor |

Classifying the interview :

$$\frac{\text{Number of students who answered yes/no}}{\text{Total number of students}} \times 100\%$$

total number of students

For the percentage of causes of students' difficulties in writing command sentences in procedural texts, it is concluded using the standard adapted from Juliet (2021).

2. Describing

The second step is to describe. At this stage the researcher described the factors that cause difficulties for students in class 2 Culinary 7 SMKN 9 Padang in writing imperative sentences in procedure text. Researchers classified the results of observations.

Findings and Discussion

1. What are students' difficulties in writing imperative sentences in the procedure text?

In this first point, the researcher used two instruments to obtain student data, namely written test and interviews. The written test was given to 27 students second grade Culinary 7 students at SMKN 9 Padang.

A. Writing Test

1. Analysis of Students' Writing Test

Researcher conducted research at SMKN 9 Padang. The students studied in this study were 27 students. The researcher analyzed three indicators that made it difficult for students to write imperative sentences in procedural texts, namely social function, structure, and language features.

a. Students' Ability in Writing

The next step is, the researcher analyzed every aspect of students' difficulties in writing to find which aspects are the strongest and which are the weakest aspects.

1. Social Function

The social function in imperative sentences is how students can determine the right imperative sentence and according to the steps listed in the procedure text. Value levels are divided into 4, namely excellent,

good average, fair, and poor. The researcher presented 4 questions in the social function section.

Table 4.1 Score of Social Function

| Score | Level | Frequency | Percentage |
|-------|--------------|-----------|------------|
| 4 | Excellent | 2 | 8% |
| 3 | Good average | 17 | 62% |
| 2 | Fair | 7 | 26% |
| 1 | Poor | 1 | 4% |
| Total | | 27 | 100% |

Based on the table above, only 2 students (8%) of 27 students) were able to answer all the questions correctly. While the value with the highest number of students is the good average (62%). This proves that the average student's ability to determine the social function of imperative sentences is quite good.

2. Structure

In the structure section test, students are asked to compose imperative sentences in procedural text according to the correct structure.

Table 4.2 Score of Structure

| Score | Level | Frequency | Percentage |
|-------|--------------|-----------|------------|
| 4 | Excellent | 19 | 70% |
| 3 | Good average | 3 | 11% |
| 2 | Fair poor | 4 | 15% |
| 1 | Poor | 1 | 4% |
| Total | | 27 | 100% |

Based on the table above, it can be concluded that the average class 2 Culinary 7 student at SMKN 9 Padang has the ability to determine the structure of imperative

sentences (70% of 27 students). Meanwhile, only one student answered one question correctly.

3. Language Features

In the language features section, the researcher presents 4 questions by writing 2 imperative sentences in one question and students must choose the right one.

Table 4.3 Score of Language Features

| Score | Level | Frequency | Percentage |
|-------|--------------|-----------|------------|
| 4 | Excellent | 14 | 52% |
| 3 | Good average | 12 | 44% |
| 2 | Fair poor | 1 | 4% |
| 1 | Poor | 0 | 0% |
| Total | | 27 | 100 |

Based on the table above, students who answered all correctly and students who answered 3 correctly differed slightly. Students who got excellent scores totaled 14 students (52%) and who answered 3 questions correctly totaled 12 students (44%). This number proves that students have a good ability in determining the structure of imperative sentences.

B. Students' Writing Score

The research results in writing imperative sentences in procedural text cover three aspects, namely social function, structure, and language features. Based on the results of the analysis conducted on 27 students, the researcher found that 7 students (26%) got an excellent score, 7 (26%) students got a very good score, 3 students (11%) got an average score, 4 students (15%) got a poor score, and the remaining 6 students (22%) were on a very poor score.

Based on the table above, the researcher found that the average student's ability to write imperative sentences in procedure text was at a very good level. Students' ability in writing can be seen from the total score achieved by students in all aspects. These results were adapted from Brown in Huda (2019). Researchers determine the level of student achievement through the table below:

Table 4.5 Level of Students' Score

| Score | Level | Frequency | Percentage |
|----------|-----------|-----------|------------|
| 91-100 | Excellent | 7 | 26% |
| 81-90 | Very good | 7 | 26% |
| 71-80 | Average | 3 | 11% |
| 61-70 | Poor | 4 | 15% |
| Below 60 | Very poor | 6 | 22% |
| Total | | 27 | 100 |

b. Interview

The next instrument used by researcher to answer the first research question is interviews. The researcher chose the interview because the researcher could get the data directly by asking a number of questions about what difficulties the students experienced in writing imperative sentences in the procedure text.

| No | Indicator factor | Question | Answer | |
|----|------------------|---|--------|----|
| | | | Yes | No |
| 1 | Social function | Do you have difficulty in writing imperative sentences on procedure text? | 92% | 8% |
| | | Do you have difficulty in understanding function in writing imperative sentences on procedure | 92% | 8% |

| | | | | |
|---|-------------------|---|-----|-----|
| | | text? | | |
| 2 | Structure | Do you have difficulty in the organization when writing imperative sentences on procedure text? | 92% | 8% |
| | | Do you have difficulty in put imperative sentences in procedure text according to V1, V2, and V3? | 85% | 15% |
| 3 | Language features | Do you have difficulty in the vocabulary when writing imperative sentences on procedure text? | 92% | 8% |
| | | Do you have difficulty in language features when writing imperative sentences on procedure text? | 92% | 8% |

In the interview session, there were 20 students having difficulties on all indicators of difficulty writing imperative sentences in procedure text. The remaining 7 students had several different answers.

Discussion

1. What are students' difficulties of grade XI Kuliner 7 SMKN9 PADANG students' in writing imperative sentences in the procedure text?

In the first question, the researcher used writing test and interview techniques. By developing the theory from Aryanti (2018), there are three indicators that become students' difficulties in writing imperative sentences in procedural text, namely social function, structure, and

language features. This difficulty affects students' understanding of English.

2. What factors cause the difficulties of grade XI Kuliner 7 SMKN 9 PADANG students in writing imperative sentences on the procedure text?

On the second question, the indicators developed by Graham & Harris in Glynn et al (2006) are about the factors that cause students' difficulties in writing English. There are three indicator factors that cause students to have difficulty writing imperative sentences in procedural texts. The first is the students' proficiency in English. Students' proficiency is not included in the category in this study. Because 25 out of 27 students have good proficiency in learning English.

Conclusion

Based on the data obtained, the researcher concluded that second grade students of Culinary 7 SMKN 9 Padang had difficulty writing imperative sentences in procedure text. On the writing test, as many as 6 students (22%) scored below 60 in the very poor category, 4 students (15%) got the poor category, and 3 others scored at the average level. The rest got scores in the excellent and very good categories. In the interview test results, the researcher found that most students had difficulty writing imperative sentences in procedure text. 92% of students answered yes to the social function indicator, 92% answered yes to the structure indicator, and 92% also answered yes to the language feature indicator.

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