

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Education is one of the most important aspect in our life. Education is an effort which is done purposely by human through the activities of guidance, instruction, and training for better live in our future. It is not easy to get a good education without hard work and guidance from all parties, whether from teachers, parents, and more over ffrom ourselves. Someone must give specific attention to education such as giving the chance or the same right for every people to get it. In Education world, someone learn many things, one of them is language.

Jeremy Harmer in his book *The Practice of English Language Teaching* said that “Language is a way to communicate ideas comprehensibly from one person to another that can be used to convey thoughts, ideas, or instructions. We can see that language can help to shape thinking can also to shape the language.”<sup>1</sup>

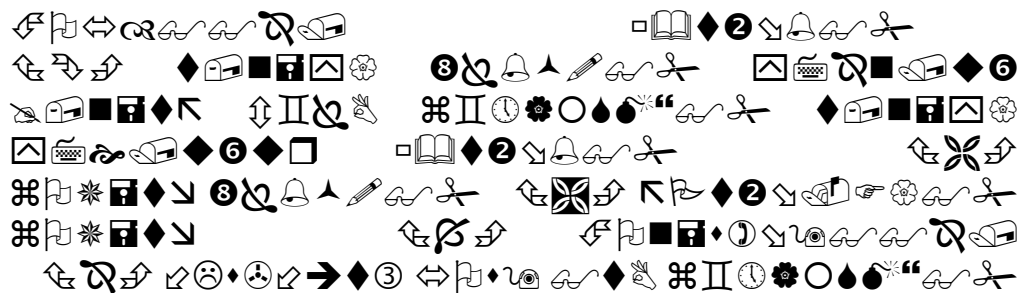
Basically, the different languages use different devices for showing the relationship of one word to another. The people in the world use different languages for communication in different situation according to their culture and society. They use the language as a system of communication by using

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<sup>1</sup> Jeremy Harmer, *The Practice Of English Language Teaching* ,Third Edition,( San Fransisco: San Fransisco State University), p.72

sounds, symbols, or words in expressing meaning, idea, thought or feeling.<sup>2</sup>

These differences of languages show that Allah the Almighty, as the Creator and the Master of this world and all everything for happiness of human being orders people to study His verses in this world, as Allah the Almighty said in the holly Koran, surah Al-Alaq verse 1-5 :



This verse explained about obligatory for learning and teaching. It is known that to get the knowledge, someone have to communicate each other, and to communicate they need a language. So, Language is not only used for interaction with another but also used to communicate, share the information and develop sciences and technology.

Mary Finocchiaro stated that “Every language in the world is rich enough and sufficiently complete for its speakers to carry out their daily activities. It has code as characteristics in putting of sounds together in order to talk about situations or events in the present, past or future.”<sup>3</sup>

<sup>2</sup> [http://www.Unixl.com/dir/education/languages/language\\_definition/](http://www.Unixl.com/dir/education/languages/language_definition/). Retrieved on Saturday, 8th of January 2011, 21.00.

<sup>3</sup> Mary Finocchiaro, *English As A Second Language : From Theory to Practice*, ( New York: Regents Publishing Company, Inc, 1974), p.2

There are many languages in the world that we used to communicate.

It is suitable with the verse of the Holy Koran, Ar-Ruum: 22 below that there are many different languages in the world:



One of them is English. It is one of the most important language that is spoken and learned by most people in the world. Based on the rate of sciences and technology development, English has important rules especially to discover the sciences, because there are many books written in English.

David P. Harris stated that:

Basically, learning a foreign language has four skills. They are listening, speaking, reading and writing. Speaking and writing skills are the encoding processes whereby we communicate our ideas, thoughts or feelings through one or the other form or language, listening and reading are the decoding processes by which we “understand” either a spoken or written message.<sup>4</sup>

In mastering four elements of English should be completed by two important elements like vocabulary and grammar. Someone cannot speak English if he doesn't have vocabulary or he doesn't know the grammar or structures of sentences. All of those important elements in mastering English skill cannot be divided. If someone wants to master the four skills like listening, speaking, reading and writing, so they have to master grammar and have many vocabulary.

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<sup>4</sup> David P. Harris, *Testing English As A Second Language*, ( New York : McGraw-Hill Book Company, 1969), p.9

Only for the most advanced foreign learners are tests of formal style and diction at all meaningful, and then they are better treated as tests of writing ability.<sup>5</sup> Thus, writing ability is very influenced to someone have mastered grammar and vocabulary. Most of grammatical structure tests commonly is used written tests.

As English students, students have to master all of skills. If they want to master it, they have to study hard about it, especially the structures or grammar. Grammar is one of the important elements of learning English that can help the students in making the correct sentences. A sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request or command. Sentences can also be classified based on their purposes:

1. A "declarative sentence" or "declaration", the most common type, commonly makes a statement: "I am going home."
2. An "interrogative sentence" or "question" is commonly used to request information — "When are you going to work?" — but sometimes not; "see" rhetorical question.
3. An "exclamative sentence" or "exclamation" is generally a more emphatic form of statement expressing emotion: "What a wonderful day this is!"
4. An "imperative sentence" or "command" tells someone to do something: "Go to work at 7:30 in the morning."<sup>6</sup>

One of the sentences based on the purposes is the imperative sentence.

In imperative sentences, the students learn to use the instructions to tell

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<sup>5</sup> Ibid, p.25.

<sup>6</sup>[http://en.wikipedia.org/wiki/Sentence\\_\(linguistics\)](http://en.wikipedia.org/wiki/Sentence_(linguistics)). Retrieved on Friday, 21st of January 2011, 19.30.

someone to do something. And many instructions use in the text especially in the procedural text. The procedural text is a text which gives instructions on how to do something. It has steps or ways to do something. Thus, the imperative sentences that the writer means only have connected on procedural text.

In the Islamic Senior High School Al Istiqamah Banjarmasin, especially in the tenth grade, the procedural text is put in the syllabus to be taught in the tenth grade. Even though the students have been taught about the using imperative sentences in procedural text, they often get confused and get difficulties when they must follow and understand about the steps of the procedural text.

Therefore, the writer is interested in getting this subject and observes their ability more deeply. By observing it, the writer hopes the students can increase their knowledge in English especially about the imperative sentences in procedural text.

Based on the writer's statement, the writer is interested in observing and conducting a research entitled:

THE STUDENTS' ABILITY IN USING IMPERATIVE SENTENCES IN PROCEDURAL TEXT AT THE TENTH GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL AL ISTIQOMAH BANJARMASIN ACADEMIC YEAR 2011/2012

To avoid any misinterpretation toward the title, the writer feels necessary to explain some terms in the title as follows:

### 1. Ability

Ability is skill or power.<sup>7</sup>

The writer's mean in this research is the ability to understand and to follow the steps in using imperative sentences in procedural text.

### 2. Imperative sentence is used to give commands, make polite requests and give directions".<sup>8</sup> Mostly use imperative sentences when we tell about steps or instructions to achieve the purpose of doing something in procedural text.

### 3. Procedural text is a text that describes how something is done through a sequence of orders or steps.<sup>9</sup> It gives instructions on how to do something. It is one of genre of the text that used to gives someone instructions.

Thus the title in this study as mentioned above refers to an activity to research the ability of the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin in using imperative sentences in procedural text.

## B. Formulation of the Problems

Based of the rationale above, the problems in this research are as follow :

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<sup>7</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, ( New York : Oxford University Press, 1995) New Edition, p.1

<sup>8</sup> Betty Schramper Azar, *Fundamentals of English Grammar*, (New Jersey : Englewood Cliffs, 1992), p.114.

<sup>9</sup> Th. M. Sudarwati dan Audia Grace, *Look Ahead I An English Course for Senior High School Students Year X*, ( Jakarta: Erlangga, 2005), p. 22.

1. How is the students' ability in using imperative sentences in procedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012 ?
2. What are the factors that influence the students' ability in using imperative sentences in prosedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin Academic year 2011/2012 ?

### **C. Reasons for Choosing the Title**

There are some reasons that make the writer choose this title, they are:

1. English is an international language that has become the tool of communication in the entire world.
2. Procedural text is one of genre of the text that use for learn English.
3. Imperative sentence is the type of the sentences that include in the procedural text.
4. As far as the writer knows, the students' ability in using imperative sentences in procedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin Academic year 2011/2012 as the object in this research has never been observed before.

#### **D. Purposes of the Research**

The purposes that want to achieve in this research are :

1. To know the level of the students' ability in using imperative sentences in procedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012.
2. To know the influential factors of students' ability in using imperative sentences in procedural text at the tenth grade students of Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012.

#### **E. Significances of the Research**

The result of third research is hoped can be :

1. As an input for English teachers at Islamic Senior High School Al Istiqamah Banjarmasin academic year 2011/2012.
2. As an information for students to increase their ability in using imperative sentences in procedural text.
3. Add the writer's knowledge about imperative sentences in procedural text and everyone who read this thesis.

#### **F. Organization of the Content**

The tenth chapter contains introduction, which consists of rationale ,formulation of the problem, reasons for choosing the title, purposes of the research, significances of the research, and organization of the content.



The second chapter contains theoretical review, which consists of definition of imperative sentence, definition of procedural text, the example of imperative sentences in procedural text, the influential factors of students' ability in using imperative sentences in procedural text.

The third chapter contains method of research, which consists of subject and object of the reseach, data, sources of the data and techniques of data collecting, design of measurement, techniques of data processing and data analysis, and then reseach procedure.

The fourth chapter contains report of research result, which consists of general description of the research location, data presentation, and data analysis.

The fifth chapter contains closure, which consists of conclusion and suggestions.