Research Article

The Erratic Use of Imperative and Passive Voice in Procedure Text Writing Ability

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Abstract: The objectives of this research is to indicate the errors in the use of Imperative and Passive Voice in the students' procedure text. The writer uses qualitative descriptive research method. The technique of collecting data of Imperative and Passive Voice was content analysis that was acquired from the students' writing product. The data of this study is based on Jacob's theory cited in Meliawati that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. In conclusion, content analysis also helps the writer to find research that fits the writer's passion rather than needing to find a passion that fits the research. The result of this study is that the teacher should be more conscious and pay more attention to students' learning process in using Imperative and Passive Voice in writing procedure text especially how to design a strategy of teaching language features used in Imperative and Passive Voice.

Key Words: Imperative; Passive Voice; Procedure Text

Introduction

Language plays an important role in human beings' life. It is a tool to express information, ideas, and feeling from one person to others. In conclusion, language is used as a means of expressing or exchanging thoughts, concepts, knowledge, and information as well as determining and conveying experience and knowledge. In short, many things about human beings depend on language as it carries out different functions in human lives. Moreover, the role of language as a tool to express cultural reality can be seen from: Language is part of culture, even the language and the culture is in different, but have a very close relationship, language is strongly influenced by culture.

Today, English is used all over the world by people of different cultural backgrounds. Crystal (2017) said that English is considered a global language. Moreover, it is a common means of communication for speakers of different native languages. Additionally, English served as a lingua franca in the past, in many of the countries that were under the British Administration, and nowadays it continues to do that status. In over 70 countries, such as Nigeria, Singapore, Ghana, and India, English has a role as an official language because they were former British colonies. For further information, the English language has now become the world language for research, publication, business, and commerce. Teaching and learning are majorly being conducted in the English language from the basic level of education to universities.

The adoption of the English language by Indonesia has brought about a huge change in the educational policies of the country. As a consequence, some pedagogy relating to English language teachings, such as methodology, curriculum, and assessment, are paid much attention to improving the competency of its usage in Indonesia. The main factor in the effective learning of the language is the ability of teachers who are non-native speakers to give instructions to students effectively. Consequently, English teachers in Indonesia are

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required to improve their professional competence. Professional competence is performed by the teachers with some manners such as; understanding the material, structure, concepts, and scientific mind-set that support the subject matter and knowing the competency standards and basic competencies mastered in basic subject or field of teaching development. According to Koster and Dengerink (2008:137), "A teacher's competency is the combination of knowledge, skills, attitude, values, and personal characteristics".

English is the most widely used language which has a major contribution to accommodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and the global economy. For those reasons, Indonesia, as a developing country, determined English as the first foreign language and put it as one of the compulsory subjects in the formal school from the junior high school to university levels. In Indonesia the teaching of English at primary and secondary levels is intended to be a preparation for further education. The teaching of English at Senior High Schools in Indonesia is aimed to develop students' communicative competence in speaking and writing to achieve the functional level. In other words, throughout the communicative competence, the students are expected to be able to communicate with other people and express their ideas in writing using English. Besides, four language skills namely listening, speaking, reading, and writing are needed by the students to learn in order to get communicative competence. Those language skills should be included in learning a foreign language for the students.

Writing, which is one of the two productive skills besides speaking, is considered the most complicated language skill to learn. It requires students with a high ability to express an idea, thought, or feeling in written texts. As Richard and Renandya (2002:303) stated that there is no doubt writing is the most difficult skill for learners to master. Additionally, Petter and Singaravelu (2021:1503) said, "Writing is a productive skill, a form of literacy, a communicative activity, and sometimes a means through which learners can be assessed".

In conclusion, it is necessary for Senior High School students to learn how to write well in English as early as possible in order to reach better knowledge and to practice intensively under the teachers' guidance. In the syllabus of English lessons issued by The Ministry of Education, Culture, Research, and Technology, one of the basic competencies of English lessons at the Senior High School level is writing skills. It includes creating and understanding various short functional texts and monologues as well as essays in the form of descriptive, recount/spoof, narrative, procedure, report, news items, exposition, explanation, and discussion. Additionally, there are three purposes of learning English in high school. They are; first, developing communicative competence in oral and written to get an informational literacy level. The informational level is when learners can access abroad knowledge. Second, the learner is aware of the importance of English to increase competency in global society. Third, the students can develop their understanding of the relation between language and culture. In connection with writing skills, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life contexts to interact with others. In other words, when the students reach the functional level, they can fulfil their needs like writing the letters, using the procedure texts well, and describing something.

Yet some Senior High School students have not come to the functional level well. They still find that writing is the most difficult in learning the language. When they were assigned to write a procedure text, very few of them could do so. The result of their assignment of procedure text is not satisfactory. Some of them still have difficulties in using correct grammar such as writing imperative and passive voice. They also had low vocabulary mastery. According to the English teacher, they did not actively join the teaching and learning process. It can be concluded that the students still have low ability in writing procedure texts.

There are a lot of possible ways to make students easier to write a text and become accustomed to constructing it in their daily life. For example, students can observe how to make a glass of milkshake, use a washing machine, turn in an assignment from teachers in Google Classroom, and order food via a shopping online application. In the writing procedure text there are some directions that are used in imperative sentences. The steps to show actions can be accomplished by using imperative sentences. The ability to use imperative sentences determines the appropriate process and procedure text.

In connection with the facts above, the students make errors in grammar and vocabulary. Relating to the procedure texts, the errors take place in the imperative and passive voice where both are the major points in writing the texts. The problems that happen in Senior High School students are they find difficulties in

creating the words and they try to write their sentences but they are confused with the structure of the sentences. When they will write imperative sentences, a tense that should be used is simple present tense. They still do errors by using wrong words like the students-made sentences in past participle and the present progressive in their sentences.

Meanwhile, Passive Voice is also important in the writing process and procedure texts. The writer found that some problems happened to the students of senior high school in making Passive Voice. The students are still confused about the tenses. The students did not fully understand the change in the forms. For instance, the past participle of regular and irregular verbs of Passive Voice form, the correct auxiliary verbs used in the Passive Voice. It is important because Passive Voice is often used in speaking and writing, especially in the telling process of making something or the process and procedure how something works.

Referring to the statement above, Passive Voice is an important part of English grammar that is to be mastered by the students actively and passively. In producing appropriate passive sentences, the students are required to master grammar, for instance, tenses, auxiliaries (modal and verb auxiliaries), Past Participle verbs, etc. The errors made by the students in constructing the Passive Voice usually occur when they ignore some aspects needed in arranging correct passive sentences.

Based on the observation conducted in grades XI, sometimes students do not fully understand Passive Voice in a paragraph. It is quite possible for them to make errors. The errors they made are mostly in verbs. Instead of using past participle verbs, the students use infinitive or present verbs. Sometimes they do not use the correct auxiliary verbs that are needed in constructing the passive voice. To write a good procedure text, the students must be able to understand the structure well, particularly the grammar used in the texts. Whenever they cannot comprehend the rules, errors, of course, will take place. As a result, the readers cannot get the message or idea expressed in the texts.

Even though errors in learning English are unavoidable, that does not mean the errors give negative effects on the learners. Errors can be seen as indicators of the learners' stages in learning the target language. In the teaching-learning process, the existence of errors gives a better impact since the teachers and students know the lack of mastery and decide the appropriate remedial in the teaching-learning process. According to Richard et al., (2002:184), "An error is the use of a word, a speech act, or grammatical items in such a way it seems imperfect and significant of incomplete learning".

The writer thinks that the research is important to arouse English teachers' understanding of the errors made by their students in constructing Imperative and Passive Voices when they write process and procedure texts. By knowing the students' errors, what methods and techniques the teachers might use to reach the students' ability in the writing process and procedure text. Moreover, this study aims to analyze writing skill of procedure text which focuses on three significant problems: (1) To what extent is the communicative purpose of procedure text achieved by the students; (2) What generic structure is used in

procedure text written by the students; and (3) What linguistic features characterize the students' procedure texts. Consequently, the problems in writing the process and procedure text must be identified and solved by the students and teachers as the ability will affect their study.

The previous research relating to the topic stated by Sa'adah (2020:32) "The writing skill is not automatically mastered by English learners, since it needs a long process and really hard work to have this skill". This finding shows that English teachers play an important role to help students succeed in mastering writing skills which takes time.

Another finding was revealed by Amadi (2018:55) "The students had difficulties in learning the English passive and also used some grammar learning strategies". In other words, the problem faced by the students related to the English features of passive sentences requires certain ways in the students' learning process.

Additionally, Prihatna and Nugroho (2015:6) stated that students were still confused and made several errors in applying the language features of procedure text. It can be said that language features have caused trouble for students to write procedure text.

Moreover, in another finding, Daphne Watson (2018) said, "When explaining something in which the reader is not actively involved or when explaining a process, passive voice can be more appropriate". In conclusion, the Passive Voice is required in the writing procedure text that students of Senior High School have to apply in real life.

Method

The research can find the use of Imperative and Passive Voice on students' writing ability in writing procedure text. The approach of this research is qualitative research. According to Creswell (2014: 32), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". This definition gives the view that qualitative research is used to understand and explain participant meaning. More specifically it can be defined qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. Qualitative research deals with data collection of phenomena prevailing in the main object of research so that the research is characterized as issue-oriented research.

This research study focuses on describing procedure text analysis made by second year students in order to comprehend their knowledge in implementing an appropriate generic structure and language features. Considering that the data of this study were students' written texts, the approach of this qualitative study was content analysis. Jacobs et al., (2013) cited in Meliawati (2019:39) stated that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. In conclusion, content analysis also helps the writer to find research that fits the writer's passion rather than needing to find a passion that fits the research. In qualitative research, it is important to choose a research design that helps to conceive and conduct the research in an orderly and effective manner. Making successful qualitative research projects involve careful management of four different yet connected such as the research proposed, the research conducted, and the research reported.

The method of this research is content analysis. According to Best and Kahn (2006: 258) "Content or document analysis should serve a useful purpose in yielding information helpful in evaluating or explaining social or educational practices". This definition gives the view that in doing research, there are many significant areas to be investigated. It serves a useful purpose in adding knowledge and in explaining certain social or educational events. Content analysis can be used to analyze the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed, so content analysis concerns the message of the existing document.

In addition to comprehend more about content analysis, Krippendorf (2004:18) defined, "Content analysis is as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use". This definition gives insight that content analysis shows copiable and reasonable conclusions from texts that depend on the situation.

Results and Discussion

Results

The research findings consist of the types of grammatical error analysis and the sources of grammatical errors of the students. Both types of errors are related to the use of Imperative and Passive Voice. In order to answer the questions, this chapter has three main parts. First, it would inform data description. Second, the findings of the research would be described clearly. The last part would investigate the discussion which relates to the previous research.

The subjects in this study are the writings of students. The writer analyses one class from each school so that means there are two classes. There are 70 students had been analyzed and random samplings are used in taking the samples. According to Arikunto (2010:109), if the subject of research is less than 100 participants, so you must choose all, but if the subject is more than 100 participants, you can choose 10-15% or 20-25%. In this research, the writer took 70 samples of recordings, 35 samples are students of grade XI from SMAN 40 and 35 samples are students of grade XI from SMAN 111. The research is conducted by analyzing the errors

made by the students. The writer had given the test by giving the students their own wa to write process and procedure text and pointed out the Imperative and Passive Voice that they wrote.

Before the discussion about the errors given, Firstly, the writer tried to recognize and analyze the errors used in Imperative and Passive Voice on Students' writing Ability in Procedure Text and classified the errors into surface strategy taxonomy by Dullay et al. (1982:146) cited in Esmalde (2020:785): Omission, Addition, Misformation, and Misordering and then the writer made some corrections of each error.

After a detailed and systematic analysis made on the errors in the uses of the Imperative in the students' writing of Procedure Text, the writer set up a diagram of general information to be elaborated into a more detailed discussion of every element involved. The following percentage table is as follows:

Table 1 The errors of the use of Imperative in students' writing Procedure Text

Kind of Error	Amount	percentage
Omission	7	11%
Addition	26	40%
Mis-formation	16	24.61%
Mis-ordering	16	24.61%
Total	65	100%

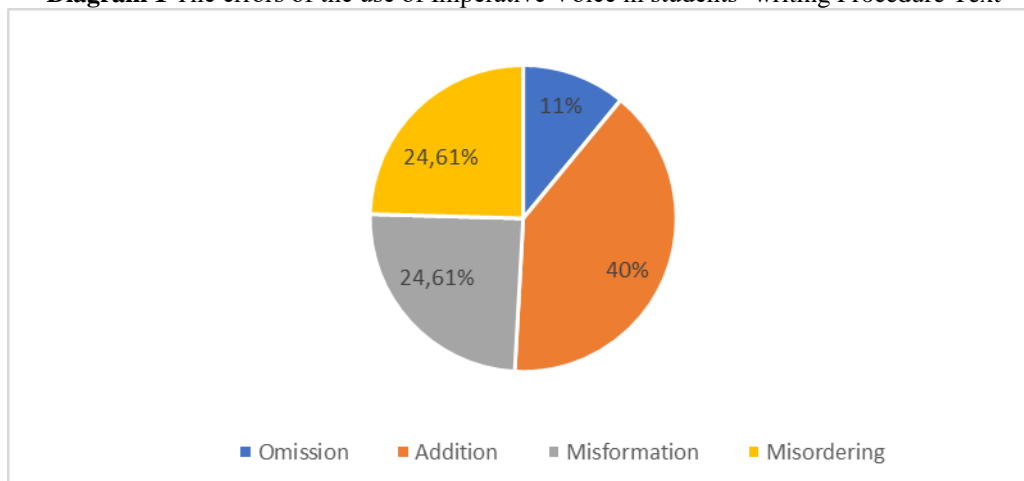**Diagram 1** The errors of the use of Imperative Voice in students' writing Procedure Text

Table 2 The errors of the use of Passive Voice in students' writing Procedure Text

Kind of Error	Amount	percentage
Omission	17	32.7%
Addition	7	13.5%
Mis-formation	13	25%
Mis-ordering	15	28.8.%
Total	52	100%

Diagram 2 The errors of the use of Passive Voice in students' writing Procedure Text
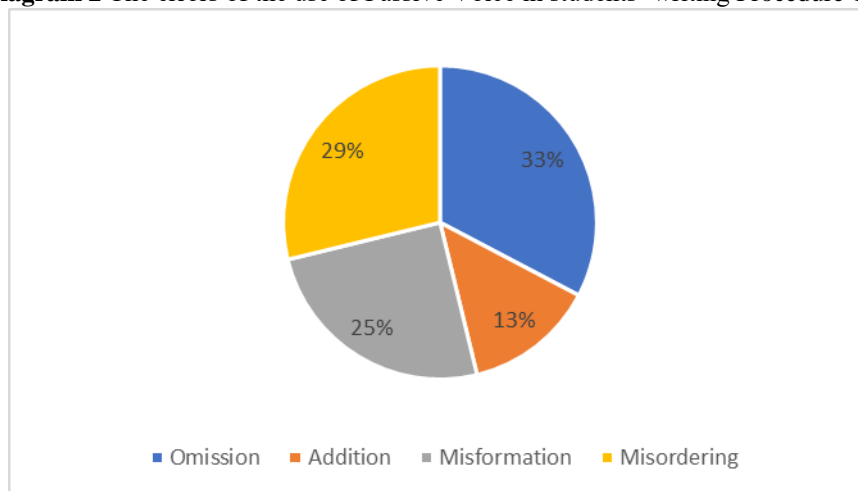
Discussion

Based on the result of the research above, the most common error in using Imperative in writing Procedure Text made by the students was Addition. Addition errors are made by most students because they did not know that in Imperative, they have to use the base form of verbs. Instead of using the base form of verbs, they added the verbs with s/es, -ing, -ed and to in their imperative sentences, such as Preparing the ingredients first, to wash your hands, added ice cubes and little oil.

The next errors that the students made were mis-formation and mis-ordering. Both reach the same percentage (24.61%). The lack of knowledge in language features like grammar and order of correct sentences has contributed the second most errors made by the students. The fewest errors made by the students was Omission Error in using Imperative as writing Procedure Text. The students did not write the correct verbs in Imperative forms such as squeze the lemon, crak the eggs into a small bowl, Was the rice thoroughly. The incorrect spelling of the verbs take place due to the fact that the students are hardly ever read and write English text or other sources of texts found in manuals, brochures, and other directions how to use something.

The total errors using Passive Voice in students' writing of Procedure Text is 52. From the calculation above, the most type of error in using Passive Voice in students' writing of Procedure Text is in omission error 17(32.7%). Then, it is followed by Mis-formation 13 (25%) and Mis-ordering errors reach the third most error 15 (28.8%), the fewest errors are in addition 7 (13.5%).

Based on the result of the research above, the most common error in using Passive Voice while writing the Procedure Text made by the students was Omission. The errors are made by most students since they did not write the correct past participle verbs in Passive sentences, for example: Cheese is add in the bowl, Second, blend them until everything is combine thoroughly. From the findings, it can be interpreted that the students did not know the rule of making the utterance of Passive Voice Which has the rule Subject + be + Past participle verbs.

Mis-ordering error follows the second biggest number of the error made by the students in Passive Voice while writing Procedure Text 15 errors (28.8%). Based on the research findings, it can be interpreted that the students when they learned Passive at the beginning, generally they were given the samples of sentences with the same pattern, especially in the subject and object position. In the Passive Voice the object of a sentence is exchanged with the subject. The error in the order of passive happened because the students have an interpretation that Passive and Acitve sentences have the same pattern without considering the order of the correct passive sentence.

Mis-formation error made by the students in Passive Voice while writing Procedure Text is the third biggest number of errors. The students lack of knowledge in the structure of designing Passive Voice. The errors range from the appropriate auxiliary verbs, past participle, and the exchange subject and object, for example: Finally, the homemade chocolate ice cream are ready to be serve. The auxiliary verb of are should be is and to be serve should be served. The fewest number of errors in Passive Voice are Addition errors. Based on the research findings, it can be interpreted that the students added the elements which are not needed in Passive voice. It happened because the students hardly ever practice making the utterances in writing passive sentences. They wrote Then, the mango is cutted into small slices and in the blender put them. The verb cutted should be cut; Next, peel the banana and it is cutting into smaller sizes. The verb cutting, in past participle, should be cut.

Conclusions

Based on the data analysis of errors made by the students, the writer concluded that the causes of errors that influenced the students' errors are: first, the first language of the students (L1) has an influence over the target language. The Interlingual error refers to First Language Interference seen as a major factor affecting the English language learning process. The students find it difficult when they are using different habit formations of both their first language and the foreign language they are learning.

Meanwhile, the other factor is Intralingual error which concerns the structure of the target language. Based on the data in the research, the students did not understand the language features of using Imperative and Passive Voice while writing the Procedure Text. In using the Imperative, they made errors using the base form of verbs, and the appropriate auxiliary verbs and past participles are ignored in using the Passive voice while writing the Procedure Text.

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