



THE CORRELATION BETWEEN STUDENTS' ACTION VERBS MASTERY AND THEIR WRITING ABILITY IN PROCEDURE TEXTS AT NINTH GRADE SMPN 4 TAMBANG

Regi Muliana

Education Study Program, Faculty Of Teacher Training And Education
Muhammadiyah University of Riau Pekanbaru
*Email: 200602040@student.umri.ac.id

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Abstract

Writing is one of the essential skills that students must master in learning English, especially in writing procedure texts that require clear and systematic instructions. Action verbs play an important role in procedure texts because they indicate the steps or actions that must be performed. However, many students still face difficulties in using action verbs when writing procedural texts. This study aims to determine the correlation between students' mastery of action verbs and their writing ability in procedure texts at the ninth grade of SMPN 4 Tambang. This research used a quantitative correlational design. The population of this research consisted of 62 ninth-grade students. The data were collected through two instruments: a multiple-choice test to measure students' mastery of action verbs and a writing test to measure students' ability in writing procedure texts. The data were analyzed using the Pearson Product Moment correlation with the help of SPSS 25.0. The results of the analysis showed that the correlation coefficient (r) was 0.680 with a significance value of 0.000, which is lower than 0.05. This indicates that there is a positive and statistically significant correlation between students' mastery of action verbs and their writing ability in procedure texts. Therefore, students who have better mastery of action verbs tend to have better writing ability in procedure texts. These findings suggest that English teachers should pay more attention to teaching action verbs as part of vocabulary development to improve students' writing skills.

Keywords: Action Verbs Mastery, Writing Ability, Procedure Text, Correlation Study, English Learning

1. INTRODUCTION

Language is an essential tool for human interaction, enabling individuals to communicate and share information effectively. It allows people to express their thoughts, emotions, and ideas through spoken or written forms. Nurhasanah (2017) states that language is the most fundamental aspect of human life, as it represents human thoughts and feelings through sound. Additionally, Chomsky (2006) emphasizes that language is not only a means of communication but also a reflection of cognitive processes that shape human understanding. Among the many languages spoken worldwide, English serves as the dominant international language, providing access to a vast array of knowledge and global developments. Proficiency in English enhances individuals' ability to engage with international research, technology, and cross-cultural exchanges. Therefore, language, particularly English, plays a crucial role in facilitating global communication and knowledge acquisition.

In today's globalized world, proficiency in English has become an essential skill for effective communication and academic success. As the most widely used international language, English plays a crucial role in various fields, including education, economics, politics, and culture (Siregar, 2023). In Indonesia, English is taught as a foreign language from elementary to high school to enhance students' global communication skills and support their understanding of science and technology. According to Harmer (2007), mastering English requires competence in four key skills: speaking, writing, listening, and reading. Developing these skills enables students to access a broader range of knowledge, participate in international discussions, and improve career opportunities. Given these



advantages, English proficiency is a valuable asset for both academic and professional growth.

Mastering the four essential English language skills speaking, listening, reading, and writing is crucial for effective communication on a global scale.

Among these skills, writing stands out as one of the most important to develop. As Ahsin (2016) in Widiastuti (2023) notes, in addition to reading, speaking, and listening, children must also learn to write in order to gain valuable experience and improve their overall language proficiency. Writing is a productive skill that allows individuals to convey ideas, concepts, thoughts, feelings, and opinions in a structured written form. Furthermore, Wiratama et al. (2022) emphasize that writing is a creative and dynamic activity that allows people to communicate with each other and convey their ideas. Therefore, writing skills are crucial for academic achievement and successful international communication. In writing, Students at junior high school level must be proficient in various text genres when writing, such as narratives, reports, recounts, expository texts, procedural texts, and descriptive texts. One of the main subjects covered in grade IX is procedural texts.

According to Hidayat (2021), procedural texts are a form of writing that provides step-by-step instructions for completing a specific task or activity. These texts outline a sequence of actions, including the materials and equipment needed, the purpose of the procedure, and a concluding statement that reinforces the expected outcome or benefits of following the instructions correctly. Furthermore, procedural texts utilize action verbs to indicate the systematic steps that must be performed. Given their structured nature, procedural texts help students improve their ability to organize information clearly and concisely. Therefore, mastering procedural texts not only enhances students' writing proficiency but also strengthens their ability to convey instructions effectively in both academic and practical contexts.

Action verbs play a crucial role in procedural texts, as they ensure clarity and precision in conveying step-by-step instructions. These verbs indicate specific actions performed by a subject, whether human or animal (Risdiyanto, 2010). In procedural writing, action verbs serve as the primary linguistic elements that guide readers through a sequence of tasks, making them essential for effective communication. According to Hidayat (2021), action verbs are fundamental in procedural texts because they provide clear instructions on how each step should be executed. Examples of common action verbs include "cut," "pour," "mix," and "stir," all of which explicitly describe physical actions required to complete a procedure. A strong understanding of action verbs enables students to construct well-organized procedural texts that are both instructive and easy to follow. Therefore, mastering the use of action verbs is essential for students to develop competency in writing procedural documents accurately and effectively.

Writing is an essential skill in English learning; however, it remains one of the most challenging aspects for junior high school students, particularly ninth-grade students at SMPN 4 Tambang. Based on September 17, 2024. An interview with the English teacher at the school, researcher identified several difficulties students face in developing their writing skills. The first is low motivation, which stems from a lack of awareness regarding the importance of writing in academic contexts. As a result, students exhibit limited enthusiasm in improving their writing abilities. According to Andika and Mardiana (2023), low motivation in learning English significantly hinders students' comprehension and proficiency in the language. Without adequate motivation, students struggle to engage with writing activities, leading to slow progress in their skill development. Therefore, increasing students' awareness of the relevance of writing in daily life is crucial to enhancing their motivation and overall writing competence.

The second difficulties that students face in writing procedural texts is generating ideas. This issue arises primarily because they rarely practice writing or reading procedural texts, leading to a lack of familiarity with their structure and the appropriate use of verbs. According to Harmer (2007), consistent exposure to reading and writing activities is essential for students to develop their ability to organize ideas effectively. Additionally, procedural texts are included in exam assessments, meaning that students' inability to write them properly can negatively impact their academic performance. The last problem is the difficulty in understanding and using action verbs in procedural writing. Many



students are unfamiliar with these verbs, and their limited vocabulary further hinders their ability to apply them correctly. As

Richards and Renandya (2002) emphasize, vocabulary mastery is a crucial component of language proficiency, and a lack of it can significantly affect students' writing skills. Given these difficulties, regular practice and targeted vocabulary instruction are essential to improving students' ability to write effective procedural texts.

In this research, the researcher aims to examine the relationship between students' mastery of action verbs and their ability to write procedural texts. By analyzing the connection between these two variables, the researcher hopes to provide valuable insights and information for teachers in English learning activities, particularly in the teaching of action verbs. Given the importance of writing procedural texts in English learning for ninth-grade junior high school students, the researcher is interested in conducting a study titled "The Relationship between Students' Mastery of Action Verbs and Their Writing Ability in Procedural Texts in Grade Nine of SMPN 4 Tambang."

2. RESEARCH METHOD

This research used a quantitative approach with a correlational research design. The purpose of this research was to determine whether there is a relationship between students' mastery of action verbs and their writing ability in procedure texts. The research was conducted at SMPN 4 Tambang, located in Tambang District, Kampar Regency. The population of this research consisted of all ninth-grade students of SMPN 4 Tambang in the 2025 academic year, totaling 300 students. The sample of the research was selected using cluster random sampling. Based on Arikunto's sampling guideline, 20% of the population was taken as the sample, resulting in 60 students. However, the selected classes were IX.1 and IX.3 with a total of 63 students participating in the research.

The data were collected using two research instruments. The first instrument was a multiple-choice test consisting of 20 questions designed to measure students' mastery of action verbs. Each correct answer was scored and then converted into a percentage score. The second instrument was a writing test used to measure students' ability in writing procedure texts. In this test, students were asked to write a procedural text based on a selected theme such as making a recipe or explaining how to operate something within 60 minutes. The students' writing was assessed using an analytic scoring rubric adapted from Brown (2003), which included five aspects: grammar, coherence, legibility, diction, and communicative purpose of the text.

After the data were collected, the researcher analyzed the data using SPSS version 25.0. Several statistical tests were conducted, including the normality test using the Kolmogorov-Smirnov test, the linearity test to determine whether the relationship between variables was linear, and the hypothesis test using the Pearson Product Moment correlation. The correlation analysis was used to determine the strength and significance of the relationship between students' action verb mastery and their writing ability in procedure texts. The hypothesis was accepted if the significance value was less than 0.05, which indicated that there was a significant correlation between the two variables.

3. RESULT AND DISCUSSION

Normality Test

Tabel 1. The Normality Test using Kolmogorov-Smirnov test

Variable	Kolmogorov-Smirnov Statistic	df	Sig.
Action Verbs Mastery (X)	0.084	62	0.200
Writing Ability (Y)	0.091	62	0.167

Based on the Kolmogorov-Smirnov test, the significance values for both variables were greater than **0.05**. Therefore, it can be concluded that the data of students' action verbs mastery and writing ability were **normally distributed**, fulfilling the assumption for parametric statistical analysis. Because the significance values were greater than **0.05**, it can be concluded that both



variables were normally distributed. Therefore, parametric statistical analysis could be applied.

Linearity Test

The linearity test was used to determine whether the relationship between the two variables was linear or not. If the sig. deviation from the linearity value was greater than 0.05, then there was a linear relationship between the two variables. The results of the linearity test can be seen in the table below

Source	Sum of Squares	df	Mean Square	F	Sig.
Linearity	1245.38	1	1245.38	18.72	0.000
Deviation from Linearity	412.56	8	51.57	1.03	0.312
Within Groups	3650.24	52	70.20		
Total	5308.18	61			

The linearity test result shows that the significance value of deviation from linearity was greater than 0.05, indicating that the relationship between students' action verbs mastery and their writing ability in procedure texts was linear.

Hypothesis Testing

The Hypothesis test in this research used the Pearson product-moment correlation coefficient. The Pearson correlation is used to find out whether there is a significant correlation between students' action verb mastery and their writing ability in procedure text or not. The acceptable criteria of the hypothesis are:

- If sig. < 0.05: H_a is accepted and H_0 is rejected
- If sig. > 0.05: H_0 is accepted and H_a is rejected

In this research, the researcher analyzed the hypothesis using SPSS 25.0 to find out the correlation between the two variables, action verbs mastery and writing ability in procedure text. The result of the hypothesis test can be seen as follows:

Variables	Action Verbs Mastery (X)	Writing Ability (Y)
Action Verbs Mastery (X)	Pearson Correlation	1
	Sig. (2-tailed)	
	N	62
Writing Ability (Y)	Pearson Correlation	0.680**
	Sig. (2-tailed)	0.000
	N	62

The Pearson correlation analysis shows a correlation coefficient of 0.680, with a significance value of 0.000. Since the p-value is less than 0.05, it can be concluded that there is a positive and statistically significant correlation between students' action verbs mastery and their writing ability in procedure texts.

- r-count = **0.68**
- Sig. (p-value) = **0.000**
- r-table (N = 62, $\alpha = 0.05$) = **0.250**

Since r-count exceeded r-table and p-value was lower than 0.05, the alternative hypothesis (H_a) was accepted. This result indicates a positive and statistically significant correlation between students' action verbs mastery and their writing ability in procedure texts. The correlation coefficient of 0.68 suggests a moderate to strong relationship between the two variables.

Discussion

In this discussion, the researcher explains the results of findings. First, the normality test showed that the instrument used for this research was normal. In addition, based on the result of hypothesis testing using Pearson Product Moment correlation, the r-count was 0.68, while the r-table at N = 62 and $\alpha = 0.05$ was 0.250. Since r-count (0.68) was higher than r-table (0.250), the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

In addition, the significance value (Sig.) was 0.000, which is lower than 0.05. This means that the correlation between the two variables is statistically significant. Therefore, it can be concluded



that there is a significant correlation between students' action verb mastery and their writing ability in procedure text.

The correlation coefficient of 0.68 indicates a strong correlation level. This shows that students who have higher mastery of action verbs tend to have better writing ability in procedure text. Action verbs are essential elements in procedure text because this type of text explains steps or instructions. Words such as mix, cut, pour, boil, and turn on help students present clear and systematic instructions. Without sufficient mastery of action verbs, students may face difficulties in organizing ideas and expressing procedural steps effectively.

Furthermore, although the correlation is strong, writing ability is not influenced by action verb mastery alone. Other factors such as grammar mastery, coherence, organization, and students' motivation also contribute to writing performance. However, this research proves that action verb mastery plays an important role in supporting students' writing ability.

Based on the explanation above, it can be concluded that there is a strong and significant correlation between students' action verb mastery and their writing ability in procedure text at Grade IX. Therefore, English teachers are suggested to give more attention to teaching action verbs as part of vocabulary development to improve students' writing skills.

4. CONCLUSION

Writing is one of the important skills that students need to master, especially in learning English. However, many students still experience difficulties in the writing process. These difficulties are often related to limited vocabulary and lack of understanding of language components, particularly action verbs, which are essential in writing procedure texts. Students' low mastery of action verbs can influence their ability to develop clear and well-structured procedural writing.

This research was conducted to determine whether there is a correlation between students' action verb mastery and their writing ability in procedure text at Grade IX of SMPN 4 Tambang. After analyzing the data using the Pearson Product Moment formula, the result shows that the correlation between the two variables is very weak. The Pearson correlation coefficient indicates a low correlation level, which means that students' action verb mastery does not strongly influence their writing ability in procedure text.

Furthermore, based on the significance test, the correlation value is higher than 0.05, which means that the correlation is not statistically significant. In other words, there is no significant correlation between students' action verb mastery and their writing ability in procedure text. Therefore, H_1 is rejected and H_0 is accepted.

In conducting this research, the researcher encountered a minor obstacle related to time management during data collection. However, all the required data were successfully collected and analyzed. Overall, the findings of this study indicate that action verb mastery alone is not the main factor influencing students' writing ability in procedure text. Other factors may contribute more significantly to students' writing performance.

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