CHAPTER I

INTRODUCTION

A. Background Study

English has Receptive and Productive skill. Receptive Skills consist of Listening and Reading, Productive Skills involve Speaking and Writing. Both of these skills can be improved by learning English. In addition to Receptive and Proactive skills, students must also master grammar because grammar is an element of English.

Grammar is something that can change forms and combine into sentences.[1] Grammar on the mechanism corresponds to the work of the language, which is used in communicating. This understanding can be understood that grammar is a science that studies how a language works for communication.[2]

Grammar is fairly important for students so they can write good and correct sentences and know the structure when they speak English. Grammar can also help students learn languages quickly and more efficiently.

Based on previous observations that researcher conducted at school, some students experienced difficulties in grammar, they tended to worry about their ability to compose English and also some students experienced difficulties in writing sentences or also speaking because they did not know the importance of sentence structure.

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (England: Pearson Longman, 2007), 22-23.

[2] R Lecch, G., Deuchar, M, and Hoogenroad, *English Grammar for Today: A New Introduction*, *RELC Journal*, Vol. 15 (London: The Macmillan Press, 1982), 12.

Grammar is one of the problems they often experience, grammar that they have not mastered affects them in various problems including understanding grammar and grammar functions in every sentence they read and study. In this case, teachers need to be motivated or create new things and situations that make students more interested in grammar, especially interested in imperative sentences and they can use and structure grammar better.

To assist teachers in increasing students' interest in learning grammar, especially in teaching imperative sentences, teachers use Interactive Digital Learning in teaching. "Digital Learning is a type of learning that is facilitated by technology with learning models that utilize technology effectively. by covering a wide spectrum of practice including (integrated and virtual learning)".[3]

Digital learning is a technology with an innovative method that is integrated into the learning process. Digital learning can be implemented in all fields, even in the field of learning. With this type of learning students may better understand concepts quickly and in a much more efficient way. With the existence of sophisticated mobile phones and types of computers, the learning process has succeeded in developing rapidly.

Digital learning also makes it possible for students to understand concepts more quickly and completely by connecting theory and applications proficiently, in order to engage in the learning process easily while also improving instructional techniques, making the most of learning time and facilitating broad sharing of knowledge. Technology is also a tool commonly used to connect students and content in the most

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[3] Richard Busulwa and Nina Evans, *Digital Transformation in Accounting*, 1st ed. (Routledge, 2021), 327-334.

effective and efficient way. With digital learning not only helps students but can be utilized by teaching methods or instructions. Digital learning also brings rich and up-to-date content to users. With this method allows the learning techniques that students need.[4]

From the description above, according to the researcher it is important to implement the command sentence teaching method with digital learning methods because this can help students feel more comfortable in learning command sentences. From some of the problems above, the writer wants to find out how digital learning can improve imperative sentence learning strategies, especially their techniques in constructing imperative sentences in class VII students. The author will conduct research with the title "Improving Students' Ability to Construct Imperative Sentence Digital Learning". Classroom Action Research on VII grade students.

B. Identification Of Problems

From the research background above, the identification of the research is:

1. Most students have difficulty in grammar.
2. Most students tend to worry about their Ability to Structure English.
3. Most students have difficulty writing sentence or speaking

C. Scope and Limitation Of The Research

Based on the identification of the problems above, in this study discussing grammar is one of the reasons they experience mistakes in constructing imperative sentences and also in this study to find out how

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[4] Paula Dewanti et al., "Analisis Efektivitas Implementasi Digital Learning Pada Masa Pandemik Covid-19," *Jurnal Ikraith-Humaniora* Vol, 6, No. 86 (Maret, 2022), 11–19.

students can improve the ability to compose imperative sentences. the researcher used a learning strategy (Digital Learning) for class VII students.

D. Formulation Of Problem

Based on the background of study the researcher formulated the following question?

1. How does interactive digital learning can improve students' ability to construct imperative sentences?

E. Objective Of Study

Based on the formulation of the problem, the objective of this study is described as follow:

1. To investigate whether the improvement of students' ability to construct imperative sentence by using interactive digital learning.

F. Significance Of The Research

Researcher hope that this research can provide useful information for students, especially students who have difficulty in compiling and responding to command sentences. The importance of this research is seen as follows:

a. Theoretically

This research is intended to assist students in improving their ability to compose imperative sentences using appropriate grammar. Of course, it is not foreign to students who are confused in responding to imperative sentences, this happens because students do not produce the right expressions when the imperative sentences are delivered. It is hoped

that after this research students will be able to improve their ability to compose command sentences properly and precisely.

b. Practically

From the results of this study it is hoped that it can make a valuable contribution to students, lecturers, and researchers and many more. Middle school students are expected to be able to understand the arrangement and use of command sentences in the subject matter. This research can be a significant contribution in teaching English. This research is also expected to be used by other researchers to conduct research on improving the ability to compose and use imperative sentences appropriately.

G. Previous Studies

Frist, from Skripsi Rizky Putri Aninda, 2018. The Use Of Interactive Learning Approach To Improve The Students Writing Descriptive Text Ability At The Eighth Grade Of SMP N 10 Metro.[5] Based on this research, the research method used in this study was Classroom Action Research (CAR) and to obtain or collect data, researcher used data collection tecniques in the form of observational texts and documentation research. This research used two cycle consisted of four stage: planning, act, observing snd reflecting. The aim of the research was to show that the use of interactive learning approach could improving the writing skill and learning activities at the eighth graders of SMPN 10 Metro. The finding of the research shows that the use of interactive learning approach improve the students" writing descriptive text ability

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[5] rizky putri Aninda, "The Use of Interactive Learning Approach To Improve The Students Writing Descriptive Text Ability At The Eighth Grade Of SMPN 10 Metro" (State Institute For Islamic Studies Of Metro, 2018).

and also students" learning activities. The improvement of the students" writing descriptive text ability proved by the result of the students writing score.

Second, from Skripsi Nurhalijah, 2018. The Use of Traffic Sign Pictures to Improve the Students" Ability in Constructing Imperative Sentence at the Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang.[6] Based on this research, the research method used in this was pre-experimental method, this study was conducted eight meeting for the pre-test, six meeting for treatment, and one meeting fot post-test, with this data being collected through quantitative data. The researcher aim was to find out whether the use traffic sign picture able to improve the students ability in constructing imperative sentence, and also tp research this, the authors only take one class as a sample. In previous research, researcher discussed the purpose of using the approach strategy interactive learning to improve students' ability to write descriptive text as well as student learning activities then digital strategy Using Images of Traffic Signs to Improve Students' Ability to Compose Imperative Sentences for Class VII Students.

Meanwhile in this study, the researcher wanted to explore and find out the arrangement and use of imperative sentences in English lessons in the classroom. In addition, the researcher is also looking for things that can influence the reasons students do not compose and use imperative sentences appropriately and researcher are also looking for what strategies are suitable to be used in improving their ability to compose and use

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[6] Nurhalijah, "The Use of Traffic Sign Pictures To Improve The Students' Ability In Constructing Imperative Sentence At The Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang" (State Islamic Institute (IAIN) of Parepare, 2018).

imperative sentences. The research method used in this study also us Classroom Action Research which are the same as the research methods used by previous researcher.

H. Organization Of The Discussion

This study is divided into five Chapter, Which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background Study, Identification Of Problems, Scope and Limitation Of The Research, Formulation Of Problem, Objective Of Study, Significance Of The Research, Previous Study and Organization Of The Discussion.

Chapter II Literature Review, it is including Definition Of Imperative Sentence, Definition Of Interactive Learning and Definition Of Digital Learning.

Chapter III Research Methodology, it is including Methodology Of Research, Plce and Time Of Research, Design Of Research, Subject/Participants Of the Research, Role and Position Of the Research, Data and Source Of data, Instruments Of the Research, Technique in Collecting Data and Technique Of the Data Analysis.

Chapter IV Research Findings and Discussion

Chapter V Conclusions and Suggestions