

CHAPTER II

THEORETICAL FRAMEWORK

A. Imperative Sentence

1. Definition of Imperative Sentence

In English grammar, the imperative sentence is a command in the form of giving advice or instructions. This sentence can also express a request. Sentences of this kind are also commonly known as directives.

The imperative sentence has the main definition, namely the type that can be used to give orders or requests. In the imperative sentence is the sentence that is used as the original command. Then the imperative sentence is a basic type of word whose action is used in giving orders, ideas and others. From the definition above imperative sentences tend to be used to give orders, give ideas, give advice and prohibitions.¹

Types of Imperative Sentences Directions can take one of several forms in everyday conversation and writing. Some of the most common uses include:

- **Request**
Pack enough clothes for the cruise.
- **An invitation**
Please come at 8.
- **An order**
Raise your hand and turn around.
- **An instruction**

¹ Darwis, Fentry Hernaningsih Ruing, and Rahayu, "Improving Students' Ability in Imperative Sentence through Watching Movie Dora the Explorer (At SMP Kartika IX-1 Makassar)," *Enormous English Education Journal* Vol. 1, No. 2 (September, 2022), 11–18.

Turn left at the intersection.

From those definitions, imperative sentences are used in several utterances. It can be used for giving orders; making suggestions, requests, giving directions and instructions, giving warnings and prohibitions.

2. Kind of Imperative Sentences

a. Give orders and Command

Imperative can be use for giving order and giving command, the speaker expects the persons addressed to do what he or she has said.

Examples:

- Get out of my way!
- Right face! Forward, march!
- Keep off the grass.
- Let the games begin!

The imperative has the same form as the infinitive without *to*

- Sit down.
- Open the window.

Chart are excellent techniques to use in teaching grammar since they provide a visual display for introducing and contrasting specific grammar points. For example, a two dimensional grid could be used to introduce affirmative and negative commands.²

“Walk.”	“Don’t run”
“Listen”	“Don't talk”

“Open the book”	“Don’t open the book”
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² Sandra. Mckay, *Teaching Grammar : Form, Function, and Technique*. (New York: Prentice Hall, 1985), 1.

“Close the door”	“Don't close the door”
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b. Direction and Instruction

Maps provide an effective context for introducing and practicing expressions used in asking for and giving directions. In using map to illustrate giving directions, be certain to demonstrate each direction on a map so that students understand the meaning of the expression.

Examples:

- Turn Right
- Turn Left
- Go Straight

Furthermore, use of imperatives to give instructions. Such as, write instructions for a simple recipe: making a cup of tea, or boiling an egg, for examples:

Give instruction how to..

- Boil an egg
- Make a cup of tea
- Make soup

c. Advice and Warning

The speaker is directing the attention of the person addressed to do something that is for his or her benefit, not the speakers“. It is up to the person who receives the advice, recommendation, or warning to decide whether to follow it.³

Examples:

³ Ron. Cowan, *The Eacher's Grammar of English - A Course Book and Reference Guide* (Cambridge: Cambridge University Press, 2008), 116.

- Keep your options open.
- Remember, always buy low and sell high.

d. Suggestions

Suggestions are a type of sentence that gives advice or recommendations to someone.

- Let us go then, you and I

Use *let's* or *let's not* and the base form for suggestions that include you and another.

Examples:

- Let's go
- Let's not stay

Use *why don't you* and the base form to give advice to another person. And put a question mark at the end of sentences with *why don't we* and *why don't you*.

Examples:

- Why don't we go to my office?
- Why don't you look on the internet?

These, of course, function often as suggestions, not commands. They can be seen as functioning more like commands, however, when the *us* is not contracted and the *Let us* is seen as an exhortation to follow the speaker's instructions or to agree with the judgment that the speaker expresses.⁴

Examples:

- Let us pray.
- Let us deal with their decision

⁴ Celce Murcia et al., *The Grammar Book: An ESL/EFL Teacher's Course*, ed. Erik Gundersen, *TESOL Quarterly*, 2nd ed., Vol. 34 (Boston: Heinle & Heinle Publisher, 2000), 233.

The comments to introduce common expressions for making suggestions such as following.

Examples:

- You could put one lamp next to the chair
- You might put the coffee table in front of the sofa.

e. Request

A command in imperative sentence if we add please into command it is not used as a command but that imperative sentences are used to make polite request. It means that a command changes into polite request if put please into command.

Examples:

- Close the door. (command)
- Please close the door (request)
- Close the door please (request)

Will you and would you, either without please, can be also introduced polite request.

Examples:

- Will you come to my house?
- Will you please come to my house?
- Would you turn on the lamp?
- Would you please turn on the lamp?

Can and could are often used to offer to do things for people, and to ask other people to do things. Could is more „hesitant“, less definite, than can, and it used when someone wants to make an offers or a request seem more polite and respectful.

Examples:

- Can I carry your bag? (Offers)
- Could I give you a dinner one of these days? (Offers)
- Can you come here a minute, please? (Request)
- Could you help me with this letter? (Request)

Imperatives may be accompanied by certain other features either singly or in combination: some form of address (a vocative), e.g., a proper noun, the pronoun *you*, or one of pronouns like *everybody* or *somebody*, or in the negative, certain negative indefinite pronouns like *anybody* or *anyone*: an introductory *let's* or *let* followed by a noun phrase; a word like *please*; and either positive or negative question tags like *will you?* Or *why don't you?* Less frequently the person find tags like *can you?* *Can't you?*, and so on. (Another possible interpretation of these “tagged” commands is that they are reordered questions so that speak up, *can't you?* Derives from *can't you speak up?*⁵)

Examples:

- Sit down, will you?
- Sit down, won't you?

B. Interactive Learning

a. Definition Of Interactive Learning

Interactive Learning is a technique that seeks to get students actively engaged in the learning process, often through the use of technology. This is in contrast to more passive techniques like the traditional lecture.

⁵ Ronald Wardaugh, *An Introduction to Sociolinguistics*, *The British Journal of Sociology*, 5th ed. (Australia: Blackwell Publishing, 2006), 128.

While the technological part of interactive learning can be intimidating to some, it is important to remember that technology exists to support pedagogy, not the other way around. With that in mind, instructors should evaluate educational technology with an eye toward tools that open up exciting possibilities for their students.

Interactive learning it's actually a pedagogical technique with a fairly simple definition. The interactive approach to any given lesson plan encourages students to interact with each other and with the subject matter. Interactive learning involves a variety of techniques that require conversational skills to extensive project-based learning units that can cover an entire grading period.⁶

Interactive Learning usually refers to digital products and services on computer- based systems that respond to user actions by presenting content such as text, moving images, animation, video, audio, and video games, known as interactive multimedia. Interactive Learning usually refers to digital products and services on computer-based systems that respond to user actions by presenting content such as text, moving images, animation, video, audio, and video games, known as interactive multimedia. Innovative Learning does not mean finding or creating something new but doing something to improve existing methods; in this case, students are directly involved in various types of learning activities in class. Interactive Learning makes students interact with each other in

⁶ Rebecca Renner, "Interactive Learning Definition", *The Classroom*. last modified 2018, accessed March 24, 2023, <https://www.theclassroom.com/interactive-learning-definition-5494900.html>.

doing and thinking (hands-on and minds-on), resulting in direct feedback on the subject matter.⁷

This learning model can handle individual student differences because students can advance according to their abilities without waiting for their classmates. The learning process in the interactive learning model allows students to exercise the flexibility to study independently, without being disturbed by others and take tests for each unit of discussion they have studied and continue to progress according to their abilities with the help and direction of the teacher or repeat the learning process in the same unit until achieving minimum mastery according to the set targets.⁸

C. Digital Learning

a. Definition Of Digital Learning

Digital learning is a learning system that uses the internet in most of its learning methods, such as watching videos online or using digital devices directly with the teacher in the classroom. Digital learning is also widely used because it can be used for distance learning and can also be used indoors. Classes provide a modern effect in learning techniques that can also make it easier for teachers to apply learning that is often not conveyed as a whole, with digital learning it can also increase student motivation in class with a more practical and efficient system.

⁷ Alicia Beharry, "4 Interactive Elements That Are Essential in ELearning," *Skyprep*, last modified 2022, accessed September 22, 2023, <https://skyprep.com/2022/11/04/4-interactive-elements-that-are-essential-in-elearning/>.

⁸ Yosa Novia Dewi, Muhammad Zaim, and Yenni Rozimela, "Interactive Learning Using E-Learning Module in Learning English for Senior High School: A Review of Related Articles," *JELITA: Journal of Education, Language Innovation, and Applied Linguistics* Vol. 1, No. 2 (July, 2022), 127.

Online learning also uses the internet as a form of communication and learning, which means that students and teachers can all be in the same room together and still use digital learning as their learning strategy. Digital learning is learning based on the use of technology in an effort to meet the learning needs of students. Indirectly, consciously or unconsciously, everyone has actually used technology in learning, especially when using handphone and internet.⁹

Digital learning is a system that can facilitate learners to be able to learn more broadly, more many, and varied. Learning material is learned more varied, not only in verbal form, but more varied such as text, visuals, audio, and motion. The potential of digital learning that can be utilized in there are 3 in everyday life, namely as a communication tool, a tool access information, and educational or learning tools.¹⁰

Digital learning has 4 parts, namely:

(1) Digital teaching materials: It emphasizes that learners could learn by extracting some digital teaching material contents. The so-called digital teaching material contents refer to e-books, digitalized data, or contents presented with other digital methods.

(2) Digital tools: It stresses on learners proceeding learning activity through digital tools, such as desktop computers, notebook computers, tablet computers, and smart phones.

⁹ Yeni Rita and Ciptro Handrianto, "Innovation of Digital Learning in Package C Program in Facing the New Normal Education," *KOLOKIUM Jurnal Pendidikan Luar Sekolah* Vol. 9, No. 1 (April, 2021), 21.

¹⁰ Putri Wijayanti, "Digital Learning Implimentation at RA Al Akbar Pengajaran Galengdowo Wonosalam Jombang" (Faculty Of Tarbiyah and Teacher Sciences State Islamic Religious Institute Tulungagung, 2021), 11-12.

(3) Digital delivery: It emphasizes that learners' learning activity could be delivered through the Internet, e.g. intranet, internet, and satellite broadcasting.

(4) Autonomous learning: It focuses on learners engaging in online or offline learning activity through digital learning by themselves. It stresses on personal autonomous learning and requires the participation of learners with autonomous learning to precede learning activity.¹¹

Related to this research, researchers focus on digital learning materials, this type of digital learning materials can increase students' interest in learning, therefore researcher use digital learning materials as more useful teaching materials. Because digital learning materials have several presentation methods, namely e-books, digital data or content presented using other digital methods, this can increase students' interest in learning and create interesting and modern learning techniques.

D. Interactive Digital Learning

a. Definition Of Interactive Digital Learning

Interactive digital learning materials refers to educational products on compute-based systems which response to the students' actions by presenting contents such as texts, graphics, animation, video, audio etc. Within this learning context, interaction takes place between the students and the contents of the digital system, and eventually learning may occur through interaction.¹²

¹¹ Ming Hung Lin, Huang Cheng Chen, and Kuang Sheng Liu, "A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome," *Eurasia Journal of Mathematics, Science and Technology Education* Vol. 13, No. 7 (March, 2017), 3555.

¹² Wenny Pinta Litna Tarigan, Herbert Sipahutar, and Fauziyah Harahap, "The Effect of Interactive Digital Learning Module on Student's Learning Activity and

Interactive digital learning is self-learning that the production of teaching materials should cover more media pictures, sound, or images than traditional ones to generate more attractive and lively teaching materials.¹³

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Autonomy,” *Bioedukasi: Jurnal Pendidikan Biologi* Vol. 14, No. 2 (Augustus, 2021), 196.

¹³ Md. Baharul Islam et al., “Interactive Digital Learning Materials for Kindergarten Students in Bangladesh,” *arXiv* Vol. 8, No. 11 (November, 2014), <http://arxiv.org/abs/1411.2075>.