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APPENDIXES

Appendix 1a: Interview for the English Teacher Before Implementing the Action

**PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS
TERKAIT MASALAH PENGAJARAN DI KELAS**

1. How is the process of learning English in the classroom?
2. What activities are carried out in the process of teaching English?
3. What methods do you use in teaching grammar?
4. What aspects of grammar are difficult for students to understand?
5. What about imperative sentences? Do students still have difficulty understanding the meaning of the imperative?
6. How is student participation when teaching imperative sentences?
7. When studying imperative sentences, what difficulties do students often experience? What caused it?
8. Have you ever heard of interactive digital learning techniques in teaching?
9. In your opinion, do interactive digital learning methods improve students' ability to use imperative sentences?

Appendix 1b: The Result of Interview before Implemented Action
Research

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP Negeri 1 Kresek)

Pewawancara : Sekar Ayu Asari
 Pihak Yang diwawancara : Septi Safriani S.Pd
 Jabatan : Guru Bahasa Inggris
 Waktu : 10.00 - 10.30
 Tempat : Ruang Guru

1. Bagaimana proses pembelajaran bahasa Inggris di kelas?

How is the process of learning English in the classroom?

Jawab: Proses pembelajaran bahasa Inggris di kelas dilaksanakan seperti biasa yaitu: kegiatan pendahuluan, inti dan penutup.

The process of learning English in class is carried out as usual, namely: Introduction, core and closing activities.

2. Kegiatan apa saja yang dilakukan dalam proses pengajaran bahasa Inggris?

What activities are carried out in the process of teaching English?

Jawab: Kegiatan yang dilakukan dalam proses pengajaran bahasa Inggris antara lain: menjelaskan materi, mengelompokkan dan melakukan latihan serta permainan.

Activities carried out in the process of teaching English include: explaining the material, grouping and doing exercises and games.

3. Metode apa yang Anda gunakan dalam mengajar tata bahasa?

What methods do you use in teaching grammar?

Jawab: Media yang digunakan dalam pembelajaran tata bahasa tergantung pada materi pelajaran yang akan dibahas

The media used in grammar learning depends on the subject matter to be discussed.

4. Aspek tata bahasa apa yang sulit dipahami siswa?

What aspects of grammar are difficult for students to understand?

Jawab: Tenses merupakan soal yang dianggap sulit oleh siswa, karena siswa menganggap bentuk-bentuk tenses itu banyak.

Tenses is a problem that is considered difficult by students, because students think there are many forms in tenses.

5. Bagaimana dengan kalimat imperatif? Apakah siswa masih kesulitan memahami pengertian perintah?

How about imperative sentences? Do students still have difficulty understanding the meaning of the imperative?

Jawab: Pada kalimat imperatif siswa kesulitan menggunakan kata kerja tindakan yang berbentuk imperatif dan tidak dapat menanggapi perintah guru karena tidak mengetahui maknanya.

In imperative sentences students find it difficult to use action verbs in the form of imperatives and cannot respond to orders from teachers because they do not know their meaning.

6. Bagaimana partisipasi siswa saat mengajarkan kalimat imperatif?

How is student participation when teaching imperative sentences?

Jawab: Sebenarnya partisipasi siswa dalam pengajaran imperatif kalimat yang baik dan siswa mau memperhatikan.

Actually student participation in imperative teaching Good sentences and students want to pay attention.

7. Saat mempelajari kalimat imperatif, kesulitan apa saja yang sering dialami siswa? Apa penyebabnya?

When studying imperative sentences, what difficulties do students often experience? What caused it?

Jawab: Pada kalimat imperatif, siswa kesulitan menggunakan kata kerja tindakan yang berbentuk imperatif dan tidak menanggapi perintah guru karena tidak mengetahui maknanya. Penyebabnya adalah pengetahuan kosa kata siswa yang kurang.

In imperative sentences, students find it difficult to use action verbs in the form of imperatives and do not respond to orders from teachers because they do not know the meaning. The reason is that students' vocabulary knowledge is lacking.

8. Pernahkah Anda mendengar teknik pembelajaran digital interaktif dalam pengajaran?

Have you ever heard of interactive digital learning techniques in teaching?

Jawab: Ya, saya mengetahui metode pembelajaran digital interaktif dalam pengajaran tetapi saya belum pernah menggunakannya di kelas.
Yes, I know interactive digital learning methods in teaching but I have never used them in class.

9. Menurut Anda, apakah metode pembelajaran digital interaktif meningkatkan kemampuan siswa dalam menggunakan kalimat perintah?

In your opinion, do interactive digital learning methods improve students' ability to use imperative sentences?

Jawab: Menurut saya, metode pembelajaran digital interaktif harus kita coba karena metode baru ini mungkin dapat meningkatkan kemampuan siswa dalam menggunakan kalimat perintah.

In my opinion, we must try interactive digital learning methods because this new method might be able to improve students' ability to use imperative sentences.

Appendix 1c: Questionnaire for Students before Classroom Action Research

PEDOMAN KUISIONER UNTUK SISWA

PETUNJUK:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran imperative sentence pada Pelajaran Bahasa Inggris. Mohon diisi dengan sebenar-benarnya.
2. Jawaban anda tidak akan mempengaruhi nilai.

No	Pertanyaan	Ya	Tidak
1	Apakah kamu menyukai materi langsung yang guru berikan ? Alasan:		
2	Apakah kamu menyukai metode pembelajaran yang saat ini guru berikan? Alasan:	Ya	Tidak
3	Apakah kamu suka pembelajaran grammar? Alasan:	Ya	Tidak
4	Apakah kamu menyukai belajar dengan rumus-rumus dan struktur dalam Bahasa Inggris? Alasan:	Ya	Tidak
5	Apakah kamu menyukai proses pembelajaran grammar dengan menggunakan penjelasan? Alasan:	Ya	Tidak

Appendix 1d: The Result of Questionnaire for Students before Classroom Action Research

Students' Number/Items Number	Q1	Q2	Q3	Q4	Q5
S1	1	1	1	1	1
S2	1	1	1	1	0
S3	1	1	1	0	1
S4	0	0	1	0	0
S5	1	1	1	1	1
S6	0	0	1	1	0
S7	1	1	1	0	1
S8	1	1	1	1	1
S9	0	0	1	1	1
S10	1	1	1	0	1
S11	1	1	1	1	1
S12	1	1	1	1	1
S13	1	1	1	1	0
S14	1	1	0	0	1
S15	1	1	1	1	1
S16	0	0	1	1	0
S17	1	1	1	1	1
S18	1	1	0	1	1
S19	1	0	1	1	0
S20	1	1	1	1	1
S21	0	0	1	1	0
S22	1	1	1	1	1
S23	0	0	1	1	0
S24	1	1	0	0	1
S25	0	1	1	1	0
S26	1	1	1	1	1
S27	0	0	1	1	0
S28	1	1	1	1	1
S29	1	1	1	1	1
S30	0	0	1	1	0
S31	1	1	0	0	1
S32	1	1	1	1	0
S34	0	1	1	1	1
S35	1	1	1	1	1
S36	0	0	1	1	0
S37	1	1	1	1	1
The total number of students who selected "Yes" answer	26	27	33	29	23
Percentage	70.27%	72.97%	89.18%	78.37%	62.16%

Appendix 2a: Interview for the English Teacher after Classroom Action Research

**PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS
TERKAIT RESPON PENGGUNAAN INTERACTIVE DIGITAL
LEARNING**

1. What is the condition of your students in learning imperative sentences after using the interactive digital learning method?
2. How is student participation when learning imperative sentences using interactive digital learning?
3. Do students look happier and more active in learning using interactive digital learning methods?
4. What obstacles do you see when learning imperative sentences using interactive digital learning methods?
5. Can interactive digital learning methods improve understanding? students in imperative sentence learning material?
6. Do you feel motivated after seeing the use of interactive digital learning in classroom learning?
7. After observing the learning of imperative sentences with using the interactive digital learning method. Is the interactive digital learning method able to improve students' abilities in learning imperative sentences?
8. Are there any suggestions and criticisms regarding the interactive digital learning method?

Appendix 2b: Interview for the English Teacher after Classroom Action Research

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP Negeri 1 Kresek)

Pewawancara	: Sekar Ayu Asari
Pihak Yang diwawancara	: Septi Safriani S.Pd
Jabatan	: Guru Bahasa Inggris
Waktu	: 10.00 - 10.30
Tempat	: Ruang Guru

1. Bagaimana kondisi siswa anda dalam mempelajari kalimat perintah setelah menggunakan metode pembelajaran digital interaktif?

What is the condition of your students in learning imperative sentences after using the interactive digital learning method?

Jawab: Bagus, siswa terlihat antusias dalam belajar, antusias dalam menerima materi dan termotivasi membuat kalimat dan berbicara bahasa inggris.

Good, students look enthusiastic about learning, enthusiastic in receiving the material and they are motivated to make sentences and speak English.

2. Bagaimana partisipasi siswa pada pembelajaran kalimat perintah menggunakan pembelajaran digital interaktif?

How is student participation when learning imperative sentences using interactive digital learning?

Jawab: Cukup baik karena siswa diajarkan berbicara bahasa Inggris di kelas pada saat pelajaran bahasa Inggris sehingga mereka cepat tanggap

It's quite good because students are taught to speak English in class during English lessons so they respond quickly.

3. Apakah siswa terlihat lebih bahagia dan aktif dalam pembelajaran menggunakan metode pembelajaran digital interaktif?

Do students look happier and more active in learning using interactive digital learning methods?

Jawab: Ya, siswa terlihat lebih bahagia dan aktif dalam pembelajaran kalimat perintah, tidak bosan dan siswa lebih aktif.

Yes, students look happier and more active in imperative sentences lessons, they are not bored and students are more active.

4. Kendala apa saja yang Anda temui saat mempelajari kalimat perintah menggunakan metode pembelajaran digital interaktif?

What obstacles do you see when learning imperative sentences using interactive digital learning methods?

Jawab: Pada dasarnya cara peneliti menyampaikan materi sudah baik, namun terkadang siswa tidak terpancing sehingga siswa tidak merespon instruksi peneliti. tidak menciptakan kondisi kelas yang tenang sehingga sebagian siswa tidak fokus dalam menonton video yang peneliti tayangkan.

Basically, the way researchers present the material is good, but sometimes students are not provoked, so students do not respond to the researchers' instructions. Did not create calm classroom conditions so that some students did not focus on watching the video that the researcher showed.

5. Apakah metode pembelajaran digital interaktif dapat meningkatkan pemahaman? siswa pada materi pembelajaran kalimat imperatif?

Can interactive digital learning methods improve understanding? students in imperative sentence learning material?

Jawab: Ya, karena pembelajaran digital interaktif adalah praktik langsung. Dan ketika guru memberikan instruksi, siswa langsung merespon.

Yes, because interactive digital learning is direct practice. And when the teacher instructs something, students immediately respond.

6. Apakah Anda merasa termotivasi setelah melihat pemanfaatan pembelajaran digital interaktif dalam pembelajaran di kelas?

Do you feel motivated after seeing the use of interactive digital learning in classroom learning?

Jawab: Ya, saya merasa termotivasi untuk menggunakan metode pembelajaran digital interaktif di kelas ketika pelajaran bahasa Inggris berlangsung. Dan itu tergantung materi apa yang saya ajarkan.

Yes, I feel motivated to use interactive digital learning methods in the classroom when English lessons take place. And it depends on what material I teach.

7. Setelah mengamati pembelajaran kalimat perintah dengan menggunakan metode pembelajaran digital interaktif. Apakah metode pembelajaran digital interaktif mampu meningkatkan kemampuan siswa dalam mempelajari kalimat perintah?

After observing the learning of imperative sentences with using the interactive digital learning method. Is the interactive digital learning method able to improve students' abilities in learning imperative sentences?

Jawab: Ya, dengan metode ini siswa dapat langsung memahami apa yang diinstruksikan guru, walaupun siswa tidak memahami kosa kata, namun dengan gerak tubuh guru saat memberi perintah, siswa dapat merespon apa

yang diinstruksikan. Sehingga dapat meningkatkan kemampuan siswa dalam menyusun dan menggunakan kalimat perintah.

Yes, with this method students can immediately understand what the teacher is instructing, even though students don't understand the vocabulary, but with the teacher's body movements when giving orders, students can respond to what is instructed. So that it can improve students' ability to compose and use imperative sentences.

8. Adakah saran dan kritik mengenai metode pembelajaran digital interaktif?

Are there any suggestions and criticisms regarding the interactive digital learning method?

Jawab: Saran: Sebagai guru, gunakanlah kalimat perintah sesering mungkin dalam proses belajar mengajar. Contoh: membuat kalimat perintah sederhana dalam setiap pertemuan. Agar siswa mengetahui, memahami dan dapat mengucapkannya. Kritik: Anak yang sangat pendiam kurang aktif.

Suggestion: as a teacher, use imperative sentences as often as possible in the teaching and learning process. Example: make simple imperative sentences in every meeting. So that students know, understand and can pronounce it. Criticism: Very quiet children are less active.

Appendix 3a: Questionnaire for Students after Classroom Action Research

PEDOMAN KUISIONER UNTUK SISWA

PETUNJUK:

1. Pertanyaan-pertanyaan berikut ini berkaitan dengan pengajaran imperative sentence pada Pelajaran Bahasa Inggris. Mohon diisi dengan sebenar-benarnya.
2. Jawaban anda tidak akan mempengaruhi nilai.

No	Pertanyaan	Ya	Tidak
1	Apakah metode pembelajaran interactive digital learning membantumu dalam membuat perintah (imperative sentence)? Alasan:		
2	Apakah metode ini (interactive digital learning) tepat untuk memahami kalimat perintah (imperative sentence)? Alasan:	Ya	Tidak
3	Apakah pembelajaran imperative sentence dengan menggunakan metode interactive digital learning menyenangkan? Alasan:	Ya	Tidak
4	Apakah belajar kalimat perintah (imperative sentence) dengan menggunakan metode interactive digital learning membantu anda lebih aktif? Alasan:	Ya	Tidak

5	Apakah melalui pembelajaran ini, kamu memperoleh suatu pengetahuan yang baru? Alasan:	Ya	Tidak
6	Apakah kalimat perintah (imperative sentence) mudah dibuat dalam kalimat? Alasan:	Ya	Tidak
7	Apakah kamu suka jika kalimat perintah (imperative sentence) diajarkan dengan metode interactive digital learning? Alasan:	Ya	Tidak
8	Apakah kamu bisa mempraktikkan kalimat perintah (imperative sentence) di dalam kelas? Alasan:	Ya	Tidak
9	Setelah mempelajari kalimat perintah (imperative sentence). Apakah kamu hapal macam-macam kalimat perintah (imperative sentence)? Alasan:	Ya	Tidak
10	Setelah kamu belajar kalimat perintah (imperative sentence) dengan menggunakan metode interactive digital learning. Apakah kamu mengetahui fungsi metode tersebut? Alasan:	Ya	Tidak

Appendix 3b: The Result of Questionnaire for Students after Classroom Action Research

Students' Number/Items Number	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S1	1	1	1	1	1	1	1	1	1	1
S2	1	1	1	1	1	0	0	1	1	1
S3	1	0	0	1	1	1	1	1	1	1
S4	1	1	0	1	0	1	1	0	1	0
S5	1	1	1	1	1	1	1	1	1	0
S6	1	1	1	1	1	1	1	0	1	1
S7	1	1	1	1	1	0	0	1	1	1
S8	1	1	1	1	1	1	1	1	1	1
S9	1	1	1	1	1	1	1	0	1	1
S10	1	1	0	1	1	1	1	1	1	1
S11	1	1	1	1	1	1	1	1	1	1
S12	1	1	1	1	1	0	0	1	0	1
S13	1	1	1	1	1	1	1	1	1	1
S14	1	1	1	1	0	1	1	1	0	1
S15	1	1	1	1	1	1	1	1	1	0
S16	1	1	1	1	1	1	1	0	1	0
S17	1	1	1	0	1	1	1	1	1	1
S18	1	1	1	1	1	1	1	1	1	1
S19	1	1	0	1	1	1	1	1	0	0
S20	1	1	1	1	1	1	1	1	1	1
S21	1	1	0	1	1	1	1	0	0	1
S22	1	1	1	1	1	1	1	1	1	0
S23	1	1	1	1	1	0	0	0	1	1
S24	1	1	1	1	0	1	1	1	0	1
S25	1	1	1	1	1	1	1	1	1	1
S26	1	1	0	1	1	1	1	1	1	0
S27	1	1	1	1	1	1	1	0	0	1
S28	1	1	1	1	1	0	1	1	1	1
S29	1	1	0	1	1	1	1	1	1	1
S30	1	1	1	1	1	1	1	0	1	0
S31	1	1	1	1	0	1	1	1	1	1
S32	1	1	0	1	1	1	1	1	1	1
S34	1	1	1	1	1	1	1	1	0	1
S35	1	1	0	1	1	1	1	1	1	0
S36	1	1	1	1	1	1	1	0	1	1

S37	1	1	1	1	1	1	1	1	1	0
The total number of students who selected "Yes" answer	37	36	28	36	33	33	34	28	30	27
Percentage	10 0%	97.2 9%	75.67 %	97.29 %	89.1 8%	89.1 8%	91.8 9%	75.6 7%	81.0 8%	72.97 %

Appendix 4a: Pretest and posttest 1 (Cycle 1)

Choose either a, b or c for the correct answer!

1. Don't during the school hours!
 - a. Eat
 - b. Be sleepy/Sleep
 - c. Smoke
2. Don't in the gas station area!
 - a. Smoke
 - b. Eat
 - c. Be sleepy/Sleep
3. the animals in the zoo!
 - a. Follow
 - b. Do not
 - c. Don't feed
4. in this lake!
 - a. Don't be feed
 - b. Don't swim
 - c. Clean
5. your mobiles!
 - a. Drive
 - b. Switch off
 - c. Don't feed
6. If you are hungry the appels in the basket!
 - a. Eat
 - b. Press/Touch
 - c. Do not
 - d.

Match the pictures to complete the imperative sentences in the following questions

7.



a.



b.



c.





a.



b.



c.



8.



a.



b.



c.



Crat command or prohibition sentences based on the pictures!

9.



10.





Appendix 4b: Pretest and posttest 2 (Cycle 2)

Choose either a, b, or c for the correct answer!

1. for school!
 - a. Don't be late
 - b. Do not
 - c. Go
2. the instructions!
 - a. Follow
 - b. Do
 - c. Clean
3. your homework!
 - a. Don'n feed
 - b. Do
 - c. Help
- 4.



- a. Please, put dirty clothing in a basket
- b. Please, tke off your shoes at the front door
- c. Please, clean up after yourself

5.



- a. Please, clean up after yourself
- b. Please, no food or drink in the bedroom
- c. Please do not litter

6.



- a. Please do not litter
- b. Please, clean up after yourself
- c. Please, no food or drink in the bedroom

Match the imperative sentence with the picture!

7. Do not play with the matches! It's dangerous. (...)

8. Do not turn left! (...)

9. Don't smoke in the gas station area! (...)

a.



c.



b.



Write command or prohibition sentences based on the pictures!

10.



11.



12.



Appendix 5a: The Students' Score of Pretest and posttes I (Cycle 1)

The Students' Score Pretest and Posttest I

No	Students' Number	Pre-Test	Post-Test I
1	S1	70	80*
2	S2	40	60
3	S3	70	80*
4	S4	40	50
5	S5	20	40
6	S6	80*	100*
7	S7	30	40
8	S8	30	50
9	S9	80*	90*
10	S10	50	60
11	S11	30	50
12	S12	50	80*
13	S13	40	60
14	S14	40	50
15	S15	70	80*
16	S16	70	80*
17	S17	50	80*
18	S18	70	80*
19	S19	70	90*
20	S20	90*	100*
21	S21	70	80*
22	S22	60	90*
23	S23	20	50
24	S24	30	70
25	S25	30	60
26	S26	40	80*
27	S27	20	50
28	S28	10	40
29	S29	20	50
30	S30	10	30
31	S31	60	80*
32	S32	90*	90*
33	S33	70	80*
34	S34	50	70
35	S35	60	80*
36	S36	80*	100*
37	S37	70	80*
	Mean	50,81	55,67

*The student who passed the Mastery Criterion-Kriteria Ketuntasan Minimal KKM (75)

Appendix 5b: The Students' Score of Pretest and posttes II (Cycle 2)

The Students' Score of Pretest and Posttest II

No	Students' Number	Pre-Test	Post-Test II
1	S1	70	80*
2	S2	40	70
3	S3	50	90*
4	S4	50	80*
5	S5	30	70
6	S6	70	100*
7	S7	60	80*
8	S8	50	80*
9	S9	80*	100*
10	S10	70	90*
11	S11	70	80*
12	S12	80*	90*
13	S13	60	80*
14	S14	50	80*
15	S15	60	80*
16	S16	60	80*
17	S17	50	80*
18	S18	50	80*
19	S19	70	90*
20	S20	80*	100*
21	S21	70	80*
22	S22	70	90*
23	S23	50	90*
24	S24	40	70
25	S25	50	80*
26	S26	40	80*
27	S27	40	80*
28	S28	30	70
29	S29	40	80*
30	S30	20	70
31	S31	50	80*
32	S32	80*	90*
33	S33	60	80*
34	S34	70	90*
35	S35	60	80*
36	S36	80*	100*
37	S37	70	90*
	Mean	57,29	81,08

*The student who passed the Mastery Criterion-Kriteria Ketuntasan Minimal KKM (75)

Appendix 6a: Photograph of Students' Participation in Classroom Action Research.



Appendix 7a: Lesson Plan (Cycle 1)

LESSON PLAN
CYCLE 1/MEETING 1

I. General Information

- Course : Imperative Sentences
- Duration : 80 minutes
- Learning objectives :
 1. Students are able to name action verbs.
 2. Students are able to express (imperative sentences) in the form of (instructions).
 3. Students are able to make examples of (imperative sentences) in the form of (instructions).
 4. Students are able to practice (imperative sentences) in the form of (instructions).
- Learning Materials : Giving Instruction
 - Close the door! - Raise your hand!
 - Open the book! - Stand up!
 - Clean the board!

II. Learning Steps**A. Introduction (5 minutes)**

- Greeting (expresses a different greeting than how are you? How is your life?)
- Ask and answer various things related to the condition of students
- Providing motivation and stimulus to students

B. Core Steps (75 minutes)

- The teacher asks students about “verbs”.
- The teacher explains about “action verbs”
- The teacher shows a video about learning Imperative sentence.
- The teacher displays interesting learning videos.
- The teacher gives orders to students.
- Students carry out orders ordered by the teacher.
- The teacher asks several students at the front of the class to write Imperative sentence in the video they are watching.
- The teacher explains about “giving instructions”
- The teacher invites other students to work together to correct sentences that several students previously wrote.
- The teacher reviews the explanation of the imperative sentence in the form of a conclusion.

C. Closing Steps (5 minutes)

- Conclude the learning material
- Ask students' difficulties during the KBM

III. Instructional Media

- Copy of material
- Worksheet

IV. Evaluation

- Bill type : Individual duty
- Instrument form : Written test (attached)

LESSON PLAN CYCLE 1/MEETING 2

I. General Information

- Course : Imperative Sentence
- Duration : 80 minutes
- Learning objectives :
 1. Students are able to respond to command sentences (imperative sentences) in the form of match the each picture according to the correct sentence context.
 2. Students are able to make examples of imperative sentences in the form of match the each picture.
 3. Students are able to match pictures with imperative sentences in the form of match the each picture.

II. Learning Steps

A. Introduction (5 minutes)

- Greeting (expresses a different greeting than how are you? How is your life?)
- Ask and answer various things related to the condition of students
- Providing motivation and stimulus to students

B. Core Steps (75 minutes)

- The teacher shows an interesting video containing Imperative Sentence learning
- The teacher asks the students which sentences they found the imperative sentences in the video.
- The teacher displays the worksheet on the projector screen.
- The teacher invites students to pay attention to the explanation of the worksheet displayed.
- The teacher asks students to come to the front of the class, then asks students to carry out the activities instructed or ordered.
- The teacher explains what has been done in front of the class.
- The teacher asks students to take turns matching the command sentences with each picture on the worksheet.

C. Closing Steps (5 minutes)

- Conclude the learning material
- Ask students' difficulties during the KBM

III. Instructional Media

- Copy of material
- Worksheet

IV. Evaluation

- Bill type : Individual duty
- Instrument form : Written test (attached)

c. Match the imperative sentence with each picture.

	<p>Do not litter!</p>	
	<p>Separate the rubbish!</p>	
	<p>Don't burn the garbage!</p>	
	<p>Recycle the plastic waste!</p>	
	<p>Clean your room!</p>	
	<p>Don't put leaves in the non-organic bin!</p>	
	<p>Put the plastic bottle into the recycle box!</p>	
	<p>Don't throw the rubbish in the sewer!</p>	

Worksheet 3.26

Appendix 7b: Lesson Plan (Cycle 2)

LESSON PLAN
CYCLE 2/MEETING 1

I. General Information

- Course : Imperative Sentence
- Duration : 80 minutes
- Learning objectives :
 1. Students are able to express imperative sentences in form of prohibition.
 2. Students are able to make examples of imperative sentences in form of prohibition.
 3. Students are able to practice imperative sentences in form of prohibition.
 4. Students are able to complete sentences with appropriate verbs.
- Learning Materials :

Prohibition	Prohibition (negative sentence) uses don't. We use "please" to make an imperative more polite.
Don't clean the board. I'm still taking some notes	Don't wait here, please.
Don't sit on the table. It's not polite.	Don't be late, please.
Don't read a comic in the classroom.	Don't close the window, please. It's hot in here.
Don't be late next time, Ok?	Don't be noisy, please. I'm trying to read here.

II. Learning Steps**A. Introduction (5 minutes)**

- Greeting (expresses a different greeting than how are you? How is your life?)
- Ask and answer various things related to the condition of students
- Providing motivation and stimulus to students

B. Core Steps (75 minutes)

- The teacher invites students to listen and watch the interesting video that the teacher shows.
- The teacher asks what they noticed during the video and how many imperative sentences there are in the video.
- The teacher displays the worksheet on the projector screen.
- The teacher invites students to explain the worksheet displayed.
- The teacher asks students to come to the front of the class, then asks students to carry out the activities instructed or ordered.
- The teacher explains what has been done in front of the class.
- The teacher asks students to match the command sentences with each picture on the worksheet.

C. Closing Steps (5 minutes)

- Conclude the learning material
- Ask students' difficulties during the KBM
-

III. Instructional Media

- Copy of material
- Worksheet

IV. Evaluation

- Bill type : Individual duty
- Instrument form : Written test (attached)

Create command or prohibition sentences based on the pictures!

1.



2.



3.



4.



5.



LESSON PLAN CYCLE 2/MEETING 2

I. General Information

- Course : Imperative Sentence
- Duration : 80 minutes
- Learning objectives :
 1. Students are able to use operational verbs simply by completing the sentence with correct verbs based on the pictures given
 2. Students are able to analyze the prohibitions given in the form of pictures
 3. Students are able to choose the right operational verb to give orders or prohibitions
 4. Students are able to use operational verbs to give orders or prohibitions in written or oral form.

II. Learning Steps

A. Introduction (5 minutes)

- Greeting (expresses a different greeting than how are you? How is your life?)
- Ask and answer various things related to the condition of students
- Providing motivation and stimulus to students

B. Core Steps (75 minutes)

- The teacher distributes worksheets on the projector screen.
- The teacher explains the worksheets distributed.
- The teacher gives orders to students.
- Students carry out orders ordered by the teacher.
- The teacher asks students to carry out activities that are instructed or ordered.
- The teacher explains what has been done in the worksheet.
- The teacher asks students to complete the sentence with correct verbs based on the pictures given.

C. Closing Steps (5 minutes)

- Conclude the learning material
- Ask students' difficulties during the KBM

III. Instructional Media

- Copy of material
- Worksheet

IV. Evaluation

- Bill type : Individual duty
- Instrument form : Written test (attached)

Complete the sentence with correct verbs based on the pictures given!

1. Don't _____ during the school hours!



2. If you are hungry, _____ the apples in the basket!



3. Freshly painted bench, Do not _____ on it!



4. If you want to phone using your smartphone, _____ the call button!



5. Don't _____ in the gas station area!



Fill in the blank spaces with the correct verb!

Shut	Cheat	Be
Open	Read	Sit

1. Don't down please!
2. Don't noisy. The baby's sleeping.
3. Students, don't your book.
4. Don't comics during the lesson.
5. Don't the window, please