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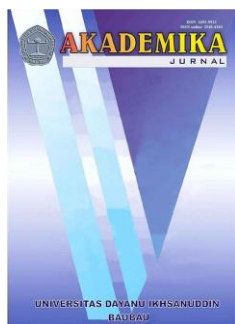
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PENERBIT

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THE EFFECT OF INTERACTIVE LEARNING TO THE STUDENTS' ENGLISH ACHIEVEMENT

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Abstract

The objective of this research was to describe the effects of Interactive Learning to the students English Achievement at the Eighth Grade students of SMP Negeri 10 Buton Tengah. The research was conducted at SMP Negeri 10 Buton Tengah, by using pre experimental research. The population of this study was all of eight grade students of SMP Negeri 10 Buton Tengah. The sample of this study was about 40 students taken by using purposive random sampling technique. The instrument of this study was test. The procedure of collecting the data used pre-test, treatment, and posttest. The finding showed that the eighth grade students of SMP Negeri 10 Buton tengah had the effect to the students' English achievement. It was indicated by the mean score of pretest was 5.5 (low category) and posttest 7.2 (high category). The factual data above told us that the using Interactive Learning approach could improve the students' English achievement. It means that Interactive Learning approach is best method used in English material.

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh Pembelajaran Interaktif terhadap Prestasi Belajar Bahasa Inggris siswa kelas VIII SMP Negeri 10 Buton Tengah. Penelitian ini dilakukan di SMP Negeri 10 Buton Tengah, dengan menggunakan penelitian pra eksperimen. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 10 Buton Tengah. Sampel penelitian ini sebanyak 40 siswa yang diambil dengan menggunakan teknik *purposive random sampling*. Instrumen penelitian ini adalah tes. Prosedur pengumpulan data menggunakan *pre-test, treatment, dan posttest*. Hasil penelitian ini menunjukkan bahwa siswa kelas delapan SMP Negeri 10 Buton tengah berpengaruh terhadap prestasi belajar bahasa Inggris siswa. Hal ini ditunjukkan dengan nilai rata-rata pretest 5.5 (kategori rendah) dan posttest 7.2 (kategori tinggi). Data di atas memberi tahu kita bahwa penggunaan pendekatan Pembelajaran Interaktif

dapat meningkatkan prestasi bahasa Inggris siswa. Artinya pendekatan Pembelajaran Interaktif adalah metode terbaik yang digunakan dalam materi bahasa Inggris.

1. BACKGROUND

English language is one of the foreign languages. It becomes very important in education aspect. The role of education is very important in the intellectual life of the nation which is also contained in the law in this country has experienced an increase in effort over time [1].

Various models of learning and the curriculum is designed so that learning can take place with a draw to make students feel at home studying. The teachers were trying to display the maximum and best teaching skills who they have, just for keep students comfortable the learning process in the classroom. Most of the teachers still use the old way of carrying out the process of learning, such as the method in one direction or the lecture, so most of the student are easily bored and do not undergo the process of the spirit in which teaching and learning as expected [2].

Listening, speaking, reading, and writing are the four skills that the student should learn according to the curriculum. These four abilities combine to make a single entity that is indistinguishable from one another [3].

Teaching is a set of process to transfer mastery of studying to the students. The success of teaching learning process depends on the teaching competences to transfer her or his experience in order to the students have ability to gain information from teacher [4].

Johson in Ref. [5] pointed out the cooperative learning is activities in teaching process that divided into a little groups, the students learning in work in group until they get the experience in learning trough individually and groups.

The position of English as an international language is very important for the development of the country in the word. It is not surprised that this language (English) has been learned by most people of the country in the world as the first language or as a foreign language in the education system. As it has been said in the curriculum that English as the first foreign language conveying the meaning that our country (Indonesia) in which students their face many problems like the other country. This case makes the low motivation to study the subjects, so that there are a lot of students skipped out of the class, even they are absent when studying the English. In teaching real class, it is believable that a teacher can handle the class easily if his or her students are motivated to

learn, and to read in order to compare with the class where the students are bored to do so [5].

Interactive learning model is a way of learning techniques that are used or when the teacher presents the lesson materials that teachers lead role in creating interactive educational situation, interaction between teachers and students, as well as students and learning tools, in order to facilitate the achievement of learning goals. According to Ref. [6] the learning process should be student involvement in totality, meaning the mind, vision, hearing and psychomotor (skills, one of which he wrote).

Ref. [7] says "*Belajar adalah proses perubahan tingkah laku berkat interaksi dengan lingkungannya*". In connection with above the statement, Ref [8] states that learning process is a mental physic activity which effect the interaction with one's environment change in undertaking the knowledge, skill, and attitude value. From the statement above, it can be concluded that one who has learned something, there would be a chance in his behaviour, from not knowing anything becomes knowing and that chance signed by the process of growth.

Some viewpoints on the theory of learning have been expressed: Learning, according to Ref. [9] is a process by which activity or it is changed as a result of responding to a situation; it cannot be attributed to development or to transient states of organisms as shown in the image. This viewpoint is also linked to Soerjabrata's experiences. He claims that the ability to learn, or the ability to respond differently to a circumstance, is due to the fact that learning creatures utilize their minds to command sense. This is a practical application of the terms "mind." The above-mentioned linguists' viewpoints are likewise related to Flexner's viewpoint.

Learning is the process of acquiring knowledge or skill Ref. [9] In accordance to Ref. [10] says that "*Belajar adalah suatu proses usaha yang dilakukan individu untuk memperoleh suatu perubahan tingkah laku yang baru secara keseluruhan sebagai hasil pengalaman individu itu sendiri dalam interaksi dengan lingkungannya*".

From the above statement, it can be concluded that learning experience, and learning activity have to interact directly toward environment where the leaner settles down. This statement is also in relation with Ref. [11] says that "*Belajar adalah segenap rangkaian aktifitas yang dilakukan secara sadar oleh seseorang dan mengakibatkan perubahan dalam dirinya berupa perubahan pengetahuan atau kemahiran yang sifatnya permanen*".

In measuring of students achievement, the teacher gives a mark as a symbol. Students' achievement is what the students have gained after attending the learning process in a certain period of time. In this case, the achievement of English subject and have been evaluated. Ref. [12] define Evaluation is as systematic process in determining the extent of which pupil achieve objectives. Further, to make judgment about the value for some purpose, idea, works, and material and so on. It involves the criteria as well as standard for appraising the extent to which particulars are accurate, effective, economical, or satisfying.

If the characteristics of the change in activity cannot be explained by the organism's inherent response tendencies, maturation, or transitory situations. The preceding definition, which is also confirmed by Ref. [13] states that: "*Belajar adalah suatu bentuk perubahan dalam diri seseorang yang dinyatakan dalam cara-cara bertingkah laku berkat pengalaman dan latihan, dari tidak menjadi tahu, timbulnya pengertian baru, perubahan dalam sikap kebiasaan, keterampilan, kesanggupan menghargai, perkembangan sifat-sifat social, emosional dan pertumbuhan jasmaniah*". From definition above, we can conclude that learning is a form change of behavior in an individual from do not know become know.

Interactive learning model is a way of learning techniques that is used or when the teacher presents the lesson materials that teachers lead role in creating interactive educational situation, the interaction between teachers and students, students and students with learning resources to support the achievement of learning objectives. According to Ref. [14] the learning process should be student involvement in totality, meaning the mind, vision, hearing, and psychomotor (skills, one of which he wrote). In the process of teaching a teacher should invite students to listen, presenting the media can be seen, giving opportunity to write and ask questions or responses resulting in creative dialogue that shows an interactive learning process.

In the field of social studies, interactive learning methods are being developed. Teachers can teach in any subject, with the caveat that they must pay attention to the following nine factors: motivation, attention span, student background, and subject matter, student individual differences, learning while playing, learning by doing, learning to find, and solve problems, and social relationships. Teachers serve as a teacher, motivator, facilitator, mediator, assessor, mentor, and innovator during the teaching, and interactive

learning activities. Thus, students' roles in development activities, such as studying in the classroom through an active role, where their activity may be monitored through behaviors such as attention, recording, answering questions, expressing ideas, and working on assignments, both group, and individual tasks. Students in this type of learning environment [15].

Ref. [16] elaborated on the requirements that must be considered by a teacher in the use of learning model is as follows:

1. Learning model used should be motivating, student interest or passion.
2. Learning model that is used to stimulate the students' desire to learn more, such as interaction with teachers and other students.
3. Learning model must be able to provide opportunities for students to give its response to the material presented.
4. Learning model must be able to ensure the development of students' personality activity.
5. Learning model used must be able to educate students in their own learning techniques, and how to acquire knowledge through personal effort.
6. The model used must be able to instill, and develop the values and attitudes of students in everyday life.

There are four reasons why students have developed the ability to think. First, our life today is characterized by the information age that requires every person to have the ability to search, filter to determine options and make use of that information in accordance with the needs and life, and secondly, everyone always faced with various problems, and a variety of choices so that for the required to have the ability to think creatively and crisis, because the problem can be solved by thinking like that, third ability to see something new or unconventional way is an important skill in solving problems, and the fourth reason, creativity is an important aspect in solving the problem, ranging from what the problem is, why is there a problem and how to solve [17].

The role of teachers has strong relationships with a way to enable students to learn, especially in the process of skills development. According to Ref. [18] the development of the skills students need to have is a thinking skills, social skills, and practical skills. The third skill can be developed in a learning situation that interaction between teachers and students and students with students.

Ref. [19] says that the optimal pattern of interaction between teachers and students, between students and teachers and between students and students are multidirectional communication in accordance with the concept of

active students. Desired as the experts in modern education, it is difficult to occur in mixed ability because in general interactions occur only among intelligent students and teachers. The students are motivated in multidirectional communication, then teachers need to choose a fun learning strategies.

As Ref. [20] who says things that are fun to explore and develop the students' motivation. Difficulty influenced students' motivation level material. This means that motivation can be reduced when the learning material has a high difficulty level or vice versa. But it can also depend on the level of difficulty is precisely the motivation of students. This is supported by Ref. [21] which states that in order to evoke emotion intellectuals, students are given some sort of games or puzzles or stories relating to the material taught. Ref. [21] says that students age children love to learn things that are real, and fun.

Teachers need to understand the differences in the intellectual field, especially in the grouping of students in the class. Students who are less intelligent not to be grouped with the intelligence level of her students, but students need to be inserted into a smart. With the expectation that students are less intelligent encouraged more creative, get involved directly with high motivation in cooperation with a group of her friends [22].

Study abroad activities are not emphasized in the "results" but the "process" of learning. So that is the main more strategize how to enable students to acquire knowledge by means of "experiencing" rather than "memorizing. According to Ref. [23] states that the structure of knowledge in the developing human brain in two ways, which means assimilation and accommodation of new knowledge structure made up existing knowledge, existing knowledge modified to fit the arrival of new knowledge.

Teachers who engage students in interactive teaching and learning might create successful questioning strategies or engage students in creative discussion by asking them questions. Students build their ability to think creatively toward the face of something by asking questions that expose the nature of something or have the nature of inquiry. Some component that must be mastered by the teacher in question must submit the question that is easily understood by students, giving a reference, focusing, turn the transfer and dissemination, giving students time to think and delivery demands. While the types of questions to develop a model of creative dialogue there are six types: recall questions, describing, explaining, synthesizing, assessing and open questions. To

improve the interaction in the learning process, teachers should ask questions to provide an opportunity for students to discuss the answers and a reflective wall on the students' answers. Meanwhile Ref. [24] suggests that the learning outcomes are the results achieved in a business, in this case in the form of learning outcomes which embodiment student achievement can be seen in the following values for each achievement test.

1.1 Method of Interactive Learning

a. Individual Learning

Individual learning is learning that focuses on the activities of individual learners. This is done because the consideration of differences among learners. Individual learning refers to changes in skill, insight, knowledge, attitudes and values obtained by a person through experience, insight. It could be argued that formal education is one way to improve the ability of individuals, then the organization or group to benefit from various activities such educated individuals.

b. The Purpose

Individual learning goals for students is that they can independently manage the short-term Learning goals and long term to be achieved, to track the progress and achievements during a certain period of time.

1) Forms of Learning

Types of individuals learning are as follows:

- a) Distance learning
- b) Resource-based learning
(learning directly from the source)
- c) Computer -based training
- d) Directed private study

2) Evaluation

Evaluation is usually done through an objective test and a description. In addition to these types of evaluations, there are also other types of evaluation-oriented disclosure of student competence.

2. PROBLEM STATEMENT

Based on the above description, the researcher was motivated to conduct a research on the effect of the Interactive Learning toward the students english achievement at the eighth grade of SMP Negeri 10 Buton tengah.

The aim of this research was to describe the implementation of interactive learning and its effect to the students english achievement at the eighth grade of SMP Negeri 10 Buton Tengah.

3. METHOD OF THE RESEARCH

This research used pre-experimental research. It means that the writer applied several procedures; pre-test, treatment and post-test.

The design of this research can be seen in **Figure 1**:

Pre test	Treatment	Post test
01	x	02

Figure 1. Research Design [25]

The design of this research can be explained in the following procedures [25]:

1. Pre-test (01), it was done to find out the beginning achievement of the students.
2. Treatment (X), it was done by applying interactive learning in teaching and learning process.
3. Post-test (02), it was done to find out students' English achievement after treatment.

This research consists of two variables, namely:

- 1) Variable (X) for the implementation of interactive learning as independent variable.
- 2) Variable (Y) for English students achievement at the eighth grade of SMP Negeri 10 Buton Tengah.

The population of the research was all student of the eighth grade of SMP Negeri 10 Buton Tengah that consisted of four classes. The total number of the student were 167 students. The sample of the research was class VIIIA which consists of 40 students. The sample was taken by using cluster random sampling, Ref. [26] explains that cluster random sampling is the way of selecting sample random based on the group of population.

The instrument of this research was test. It was to finding out the students English achievement. The test consists of Pre-test and Post-test.

In collecting the data of this research, the researcher used the following procedures as follows:

1. Pre-test. The aim of the pre-test was to know the students' score in English achievement before conduct the treatment. Giving pre-test is not only to measure the students' prior knowledge of achievement it is also to find out how is degree of students' understanding about interactive learning.

2. Treatment. After getting the result of pre-test the writer conducted the treatment by interactive learning. The writer gaved test about reading and total test were 40. The presentation of the material was conducted for five times by the writer directly.
3. Post-test. After giving the treatment. The writer gave the post-test, to find out the improving of students' English achievement after they are given treatment by interactive learning.

In analysing the data of the research, the writer applied descriptive statistic and the inferential statistic. After all of the data were collected, then the writer described their characteristics of the score distribution from the test instrument; pre-test and post-test, while the inferential statistic was used to know the significant of the implementaion of interactive learning can influence the students' english achievement.

In analyzing the data of this research, the writer used the following steps:

1. Converting the scores by using the following formula:

$$\text{A student's score} = \frac{\text{The gain score}}{\text{Maximal score}} \times 10 \quad (1)$$

Classifying the score of the students into following criteria [27]:

8.6 - 10	= very high
7.0 - 8.5	= high
5.6 - 6.9	= moderate
3.6 - 5.5	= low
0.0 - 3.5	= very low

2. Computing The percentage frequency by using the following formula :

$$\% = \frac{n}{N} \times 100 \quad (2)$$

Notation :

n = Frequency
N = Total number of students

3. Calculating the mean score and standard deviation. In calculating them, the write used the these formula in the following :

$$\bar{X} = \frac{\sum x}{N} \quad (3)$$

Where :

$\sum x$ = The sum of students' correct answer

N = Total respondent

4. Calculating the standard deviation in the following formula :

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}} \quad (4)$$

Where:

$\sum x$ = The sum of students' correct answer
 N = Total of respondent

5. Inferential analysis was used to examine the hypothesis, the researcher used the formula as in the following [28]:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad (5)$$

Where:

\bar{X}_1 = mean score of post-test
 \bar{X}_2 = mean score of pre-test
 S^2 = Standard Deviation
 n_1 = total sample of post-test
 n_2 = total sample of pre-test

The testing hypothesis criteria are as follows:

- If $t_{test} \geq t_{table}$, the hypothesis H_1 was accepted and reject H_0 . It means that there is a significant influence of the students' english achievement at the eighth grade of SMP Negeri 10 Buton Tengah.
- If $t_{test} \leq t_{table}$, the hypothesis H_1 was rejected and accept H_0 . It means that there is not a significant influence of students' of the students' english achievement at the eighth grade of SMP Negeri 10 Buton Tengah.

4. FINDINGS AND DISCUSSION

4.1 Findings

A. Students' English Achievement

1. Students' English Achievement of Pre-test

The result of students' score on pre-test of this study shows that the mean score was 5.28; maximum score was 7; minimum score was 3.5; and standard deviation score was 0.95. While the distribution of students' characteristics score can be seen on the **Table 1**.

Table 1.

The Students' English Achievement of Pre-test.

No.	Pre-Test			
	Score (X)	Frequency (F)	FX	Percentage
1	7	2	14	5 %
2	6.75	1	6.75	2.5 %
3	6.5	2	13	5 %
4	6.25	3	18.75	7.5 %
5	6	3	18	7.5 %
6	5.75	4	23	10 %
7	5.5	4	22	10 %
8	5.25	4	21	10 %
9	5	4	20	10 %
10	4.75	2	9,5	5 %
11	4.5	5	22,5	12,5 %
12	4.25	2	8,5	5 %
13	4	1	4	2,5 %
14	3.75	1	3,75	2,5 %
15	3.5	2	7	5 %
Σ		40	211,5	100 %
Mean			5.28	
Maximum			7	
Minimum			3.5	
Standar Deviation			0.95	

The distribution of students' pre-test scores is shown in table 4.1: There were two students who received a score of 7; one student received a score of 6.75; two students received a score of 6.5; three students received a score of 6.25; three students received a score of 6; four students received a score of 5.5; four students received a score of 5.25; four students received a score of 5; two students received a score of 5; two students received a score of 4; two students received a score of 4; two students received a score.

The result above shows that most of the students' English achievement before the use Interactive Learning approach at the eighth grade of SMP Negeri 10 Buton Tengah were low categories and none students who got very high score.

Based on the characteristic score above, the writer then classified the students' score on English achievement test for determining the level of students' English achievement mastery in terms high, moderate, low and very low is described on the **Table 2**.

Table 2.

The Classification of Students' Pre-test on English Achievement.

No.	Classification	Level of the score	Frequency	Percentage
1	Very High	8.6 - 10	-	-
2	High	7.0 - 8.5	2	5 %
3	Moderate	5.6 - 6.9	13	32.5 %
4	Low	3.6 - 5.5	23	57.5 %
5	Very Low	0.0 - 3.5	2	5 %
Σ			N = 40	100 %

Based on the table above, it indicated that students' English achievement at the eighth grade of SMP Negeri 10 Buton tengah was as follows: there were 2 students or it was about 5 % who had high category, 13 students or it was about 32.5 % who had moderate category, 23 students or it was about 57.5% who had low moderate, and finally there were 2 students or it was about 5 % who had very low category.

2. Students' English achievement of Post-test

The result of students score on post-test of this study shows that the mean score was 7.2; maximum score was 8.75; minimum score was 5.5; and standard deviation score was 0,29. While the distribution of students' characteristics score can be seen on **Table 3**. This score is as the measuring of students' English achievement after being taught under intensive English. The students English achievement was obtained from the students' raw score (total correct answer) which is divided by maximum score of the test. It is clearly can be seen on the **Table 3**.

Table 3.

The Students' English Achievement of Post-test

No.	Post-Test			
	Score (X)	Frequency (F)	FX	Percentage
1	8.75	4	35	10 %
2	8.5	1	8.5	2.5 %
3	8.25	2	16.5	5 %
4	8	5	40	12.5 %
5	7.75	1	7.75	2.5 %
6	7.5	9	67,5	22.5 %
7	7.25	4	29	10 %
8	7	2	14	5 %
9	6.75	3	20.25	7.5 %
10	6.5	2	13	5 %
11	6.25	3	18.75	7.5 %
12	6	2	12	5 %
13	5.75	1	5.75	2.5 %
14	5.5	1	5.5	2.5 %
Σ		40	293,5	100 %
Mean				7,34

Maximum	8,75
Minimum	5,5
Standar Deviation	0,29

The following **Table 3** displays the dispersion of the students' posttest scores: There were two students who received a score of 8.25; there were five students who received a score of 8; there was one student who received a score of 7.75; there were nine students who received a score of 7.5; there were four students who received a score of 7.25; there were two students who received a score of 7; there were three students who received a score of 6.75; there were two students who received a score of 6.25; there were two students who received a score of 6,

Based on the characteristics score above, the writer then classifies the students' score on English achievement test for determining the level of students' English achievement mastery in terms high, moderate, low and very low is described in **Table 4**.

Table 4.

The Classification of Students' Post-test on English Achievement.

No.	Classification	Level of the score	Frequency	Percentage
1	Very High	8.6 - 10	4	10 %
2	High	7.0 - 8.5	24	60 %
3	Moderate	5.6 - 6.9	11	27.5 %
4	Low	3.6 - 5.5	1	2.5 %
5	Very Low	0.0 - 3.5	-	-
Σ			N = 40	100 %

In result, based on the above table, it can be concluded that the of English achievement mastery by the eighth grade of SMP Negeri 1 Wabula after treatment indicated that no students were in very low level. Meanwhile, the other one students were in the low level. Beside that the students who got moderate score were 11 (eleven) students, 24 (twenty four) students who got high level, and 4 (four) students who got very high level. So it can be seen that the students' English achievement are dominated by high level score.

3. The Difference of Mean Pre-test and Post-test Score

The following graph illustrates the mean difference of pre-test and post-test score before and after the use of Interactive Learning approach at the eighth grade of SMP Negeri 10 Buton Tengah. Graph indicates that there was a different between students' English achievement before and after treatment of English achievement text through the use Interactive Learning. The students' average score on pre-test is symbolized

by X1 and students' average score on post-test is symbolized by X2. The values of both pre-test (X1) and post-test (X2) can be seen on the **Figure 2**.

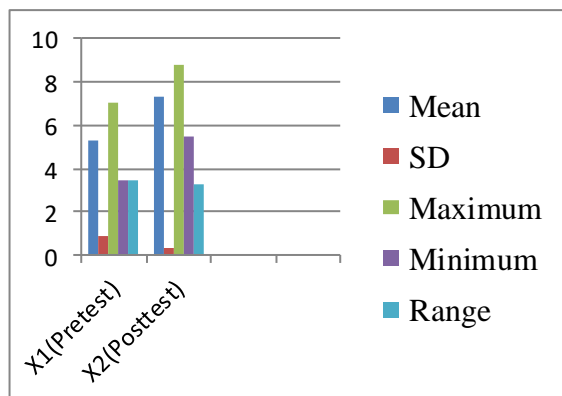


Figure 2. Graph Above Indicates that the Students'

English achievement on pre-test score is lower than the result of English achievement on post-test score. The students' pre-test on the level 5.5 while the students' post-test on the level 7.2. The different of mean score on pre-test and post-test indicate that the students' English achievement after treatments of Interactive Learning approach at the eighth grade students of SMP Negeri 10 Buton Tengah.

4. Hypothesis Testing

The hypothesis testing is performed to see if there is a substantial improvement in students' English achievement after being taught using the Interactive Learning approach at SMP Negeri 10 Buton Tengah's eighth grade.

From the computation of ttest found that $t_{count} = 8.8$. It consulted to the t_{table} at level of $\alpha = 0.05$ with standard $1 - \alpha$ ($1 - 0.05 = t_{0.09}$) and degree of freedom $40 + 40 - 2 = 78$ found that $t_{table} = 1.67$. It can be seen that t_{count} is higher than t_{table} . So the hypothesis is accepted. It means that there is a significant improvement of students' English achievement after being taught through the use of Interactive Learning approach at the eighth grade of SMP Negeri 10 Buton Tengah. To be clearer can be seen on the **Table 5**.

Table 5. Summary of Hypothesis Testing

Df	tcount	symbol	ttable	Result
78	8.8	>	1,67	H0 : Rejected H1 : Accepted

4.2 Discussion

a. The Extent of the Students English Comprehension toward the Interactive Learning

Based on the descriptive statistic found that the students' English achievement before and the using Interactive Learning approach has a difference result. The students' English achievement before the using of Interactive Learning approach was on average 5.28 means the level is low, meanwhile the students' English achievement after the using of Interactive Learning approach was on average 7.34 means the level is high. It can be seen that in the post-test there were two students who got score 8.6-10 (high level) while in pre-test there is not student who got such score. Two students scored 7.0-8.5 on the pre-test, and twenty-four students scored 7.0-8.5 on the post-test. In the pre-test, thirteen students received a score of 5.6-6.9, and eleven students received the same score in the post-test. And twenty-three students who received a score of 3.6-5.5 on the pretest were reduced to one student who received the same score on the post-test.

b. The Interactive Learning Gives Significant Improvement to the Students English Comprehension

The result of this study shows that the teaching of English under Interactive Learning approach can increase the students' English achievement in the eighth grade students of SMP Negeri 10 Buton Tengah. It can be proved that $t_{count} = 8.8$ is higher than $t_{table} = 1.67$. Those differences of the result of t_{count} and t_{table} indicated that there was a significant effect of students English achievement that taught by using Interactive Learning approach at the eighth grade students of SMP Negeri 10 Buton Tengah. The increasing of students' English achievement effected by the characteristic Interactive Learning approach, where this approach has several elements, such as: constructivism, modeling, inquiry, learning community, questioning, reflection, and authentic assessment elements. For example, through constructivism element, the teacher or instructor lead the students to construct their through themselves, thus the teacher is as a mediator of teaching and learning process. The students also can share information with their friends in learning the reading material as the applied of learning community element, and so on. Thus, the writer can say that the applied of Interactive Learning approach in teaching English can improve the students' English achievement of the eighth grade of SMP Negeri 10 Buton Tengah.

The finding above parallel with what Ref. [29] points out that : in applying Interactive Learning the result of learning has more meaningful because the students learning the material in real condition and real situation. So, it is can assumed that teaching English under Interactive Learning approach can increase the English achievement.

5. CONCLUSIONS

Based on finding in this research, it can be concluded that the teaching English by using Interactive Learning approach had significant effect toward students' English achievement. It can be proved by the testing of hypothesis which found that tcount = 8.8 is higher than ttable = 1.67. From the analysis of mean or average score of students result on pretest 5.28 (low category) becomes 7.34 (high category) on post-test. This finding show that the teaching of English through interactive learning approach can improve the students' English achievement significantly.

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