THE IMPLEMENTATION OF INTERACTIVE LEARNING STRATEGIES TO IMPROVE STUDENTS' WRITING ACHIEVEMENT OF PROCEDURE TEXT AT THE THIRD GRADE OF SMP N 1 DENTE TELADAS

Undergraduate Thesis

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT
THE IMPLEMENTATION OF INTERACTIVE LEARNING
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SMP N 1 DENTE TELADAS

By
Annisa Putri Cahyani

The objectives of this research were to find out whether there was a significance improvement of students' writing ability in procedure text and which aspect of writing improved the most after the implementation of interactive learning strategies. This study used a quantitative approach that is a one group pre-test and post-test design. The population of this research was the third-grade students of SMP Negeri 1 Dente Teladas in the second semester of academic year 2022/2023. The research took one class as the sample and it was IX F which consisted of 30 students. Writing tests in the forms of pretest and postest of procedure text were applied to collect the data. The data were analysed by used Paired Sample T-test in which the significance was determined by $p < 0.05$. the result of this research showed that t-value (9.419) was higher than t-table (2.0452). The results showed that the use of an interactive learning approach improved students' ability to write procedure texts. The improvement in students' writing procedure text skills is evidenced by the results of students' writing scores. In the pretest the average score of students' writing achievement was 61.7 and in the post test was 78.6. The increase is 16.9 from pretest to post test. It meant that there was improvement in students' procedure text writing ability after the implementation of interactive learning strategies. The aspect which improved the most after the implementation of the technique was content aspect of writing since the gain of the aspect improved up to 5.6 points with the percentage of 18.33%. In short, referring to the results above, it can be concluded that interactive learning strategies can be implemented in improving students' writing ability especially procedure text.

Keywords: interactive learning strategies, writing ability, procedure text.

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ANNISA PUTRI CAHYANI

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Research Title : The Implementation of Interactive Learning Strategies to Improve Students' Writing Achievement of Precedure Text at The Third Grade of SMP N 1 Dente Teladas

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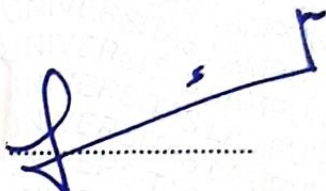
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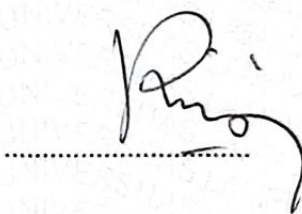1. Examination Committe

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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

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CURRICULUM VITAE

Annisa Putri Cahyani was born on August 20th 2001 in Bandar Lampung. She is the first child of Sodriyadi and Mirna. She has one sister namely Putri Balkis Adhani.

She started study by attending TK Central Housing 2007. Then, in the next year, she continued education at SD IT Insan Cendikia. After she graduated from elementary school in 2013, she went to SMP Negeri 1 Dente Teladas. She then finished her junior high school in 2016 and decided to pursue her study at SMA Al Kautsar Bandar Lampung. She graduated from senior high school three years later in 2019. In the same years, she successfully passed as a student of English Education Study Program of University of Lampung.

With the dream of becoming a teacher and also accompanied by an interest in English, she chose English education as her major by participating in the SNMPTN selection. Alhamdulillah, with Allah's permission, she successfully passed as a student of English Education Study Program of University of Lampung. This is where she deepened her knowledge of language and international lessons. Educational knowledge that will be useful later if one day her dream comes true.

MOTTO

"Allah reveals that actually in every narrowness, there is spaciousness, and in every lack of means to achieve a desire, there is also a way out".

(QS. Al-insyirah : 5-6)

DEDICATION

Alhamdulillahi Robbil Alamin Praise be to Allah Subhanahu Wa Ta'Ala who has given the blessing to always be given health and strength. This thesis would not have been completed without the help and support of the people behind this sincerity, especially the teachers who always guide and teach patiently and my beloved family who always pray for me to be successful, and friends who have always been there for me in every journey of my life.

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Finally, the writer realizes that this work is still not perfect, because there may be flaws in it. Therefore, comments, suggestions, and constructive feedbacks will be accepted for the sake of better research. The author hopes that this will make a good contribution to the development of education for readers and future researchers.

Bandar Lampung,   April 2023.
The Author,

Annisa Putri Cahyani

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I. INTRODUCTION

1.1 Background

English is one of the subjects that must be mastered by students. The use of English as an international language makes it easier for students to understand other subjects, and for that learning, English is very important for students. Learners must master every basic skill in English both spoken and written. There are four basic skills in English, such as listening, speaking, reading and writing. According to Richard and Renandya (2002), of the four basic skills that are the most difficult for students to master is the ability to write. Writing is a form of appreciation of the main ideas and feelings in the form of written text and a communication tool that is very important for knowledge that is useful for others. A valid written text can convey expressions that are not only conveyed through speaking. According to Pincas, writing is the process of conveying messages for a purpose. The purpose of writing is to express oneself, to provide information to the reader, to convince, and to create a literary work for the reader. Learners teach to communicate their ideas and experiences through writing. This writing becomes several types of text. One type of text that is most related to everyday life is text procedures.

Procedure text is a text that contains steps to do something. According to Derewianka (2004), procedure text is a text that contains instructions on how to

make something, game rules, recipes, manual steps, and directions that are often used in everyday life. In general, difficulty in writing procedure texts can be interpreted as a condition in the learning process which is characterized by low scores of student learning outcomes. So, it can be said that what is meant by writing comprehension difficulties is the condition of students who have learning difficulties, so they do not understand writing the correct procedural text.

Based on initial observations and brief interviews conducted at SMP N 1Dente Teladas with one of the English teachers at the school, he explained that the lack of understanding in good writing, the lack of confidence that students have in writing using English, students may also find writing activities difficult or tiring, even boring. Especially when students are asked to make texts in a structured manner according to their steps using English. In addition, students are also less active in writing learning activities so that it seems only one-way and students act as passive recipients. This happens because the teacher still does not involve students in writing learning activities. In addition, teachers have not used strategies that are considered capable of increasing student activity in learning to write. Then it will add to the poor students' views of writing activities and learning activities that are not conveyed properly in accordance with the goals to be achieved. The existence of these obstacles makes the low score of students' results in writing, one of which is in writing procedure texts.

Based on previous research, suitable strategies that can help students in English writing activities are interactive learning strategies. Based on research from Rizky (2018) in improving students' writing achievement, researchers used interactive learning strategies as an approach or technique to train students to write and make them better understand texts in writing and be interested in learning to write English. Therefore, the teacher must be creative in determining the right approach

to be applied in class. Teachers should give students new techniques to make it fun, easy, and memorable about material especially in writing achievement and also that can help students in developing their writing achievement.

From these problems, students and teachers can master the material in teaching and learning English, especially in writing procedural texts. So, an attractive and better strategy should be used. That is interactive learning. Interactive learning is lesson plans and pre-writing approaches that can help students brainstorm before writing procedures. It is also possible with active learning interactive strategies can be created and used to engage students in critical or creative thinking, express ideas through writing, explore personal attitudes and values, give and receive feedback, and reflect on the learning process.

Based on the explanation above, the author conducted research with the title "The Implementation Of Interactive Learning Strategies To Improve Students' Writing Achievement Of Procedure Text At SMP Negeri 1 Dente Teladas". This study aims to find out whether using this learning strategy can improve students' ability to write procedure text after implementing interactive learning strategies and which aspects of writing improve the most after using these strategies.

1.2 Research Questions

Based on the background of the research above, several problems can be formulated as follows:

1. Is there any significant improvement on students' writing achievement of procedure text after the implementation of interactive learning strategies at the third grade at SMP Negeri 1 Dente Teladas?

2. Which aspect improves the most after the implementation of interactive learning strategy in procedure text writing at the third grade at SMP Negeri 1 Dente Teladas?

1.3 Objectives of The Research

Based on the research questions from the research above, the research objectives are:

1. To find out if interactive learning strategies can improve students' procedure text writing in the third grade at SMP Negeri 1 Dente Teladas.
2. To find out which aspects improve the most after the implementation of interactive learning strategies in procedure text writing in the third grade at SMP Negeri 1 Dente Teladas

1.4 The Uses of The Research

In connection with the research and objectives, the uses of this research are:

1. Theoretically, the results of this study can prove previous theories related to interactive learning strategy theories and can be used as a reference for further research that will concentrate on students' procedure text writing achievement.
2. Practically, as information for readers, English teachers, and students about improving aspects of students' procedural text writing achievement in the application of interactive learning strategies.

1.5 Scope of The Research

This research is quantitative research. The focus of this research is the application of interactive learning strategies in improving students' writing achievement. The subject is third grade students of SMP Negeri 1 Dente Teladas. This is because, from the syllabus of third grade must learn simple written texts in procedural texts. They also learn about structure and grammar then they learn about five aspects of writing achievement (content, form, vocabulary, grammar or language use, and mechanics). Therefore, from the syllabus used in the school, students must understand writing skills after they study the text.

1.6 The Definition of Term

To clarify the terms used in this study, several definitions are put forward.

1. Writing is an activity to express the main ideas that are in the mind through words in written form that hone vocabulary, language structure and grammar in good writing.

2. A procedure is a piece of text that gives instructions to do something (Anderson et al., 1997).

3. Interactive Students actively participate in a variety of learning activities in the classroom when using the interactive learning approach, which is student-centered. Through action and thinking (practical and mental) interaction, interactive learning models enable students to interact and receive rapid feedback on a particular subject (Hake, 1997).

II. LITERATURE REVIEW

2.1 Definition of Writing

Writing is one of the skills that must be mastered in learning English. Writing is an important aspect of learning English. Writing in one paragraph consists of several sentences that are formed from words that are arranged regularly according to certain formations (Creme and Lea, 2003 quoted in Nurul, 2016). Paragraphs that are formed into full text must be read and understood so that communication occurs from the words formed (Celce et al, 2000). Through communication, writing can express ideas in the form of writing that aims to obtain certain information.

In critical thinking skills, writing is one of the skills that can help students develop English language skills (Suprihatin, 2018). The author knows how ideas are created through the thought process in the right form of writing. From this, the author will pay attention to the thought process and improve his writing in order to form good writing. Writing must have special skills that are not instant. Brown (2001) said that the writing process as a result of thinking, compiling, and revising required special skills. The process is very important so that it is not separated from achieving the purpose of writing.

From the opinions of the experts above, the author concludes that writing skills come from the main ideas, which are then compiled in written form by paying

attention to linguistic elements. There are several processes to produce writing, namely the way the writer communicates with the reader through good writing. It is applied so that the reader is able to understand the contents of the article. Writers are required to be able to master these skills so that the content of the writing is conveyed to the reader.

2.2 Aspects of Writing

The writing process must consider the supporting aspects. According to Jacob (1981), there are five aspects of writing, namely:

1. Content

   It refers to the substance of the writing, the main idea as a unit. This is the author's statement regarding a subject development tool that works specifically with transitions, restatements, and emphasis.

2. Organization

   This refers to the logicalness of the content (coherence). Sentences are formed logically on a sequence of sentences and ideas.

3. Vocabulary

   This refers to the selection of words that are appropriate to the content starting with the assumption that the expression of ideas is as clear and direct as can be read.

4. Grammar/Language Use

   This refers to the pattern of grammar and proper syntax so that the sentence is composed of logical sentences.

5. Mechanics

   It refers to the conventional tools used as knowledge about the structure and some others related to each other.

2.3 Process In Writing

From the statements of several experts above, according to Mappe (2000), there are four steps of writing, namely:

1. Pre-write

   At this stage, students are involved in activities such as reading, brainstorming, mind mapping, discussing, writing fast, asking questions, interviewing, and inviting students to write the first draft. In this activity, the teacher directs students to make brainstorms about the tokens to be written. In this way, students will find the initial writing that they will develop.

2. Drafting

   At this stage, students choose the main ideas that are brainstormed towards a topic description plan. Content is written without considering grammatical aspects first.

3. Revising

   At this stage, students review the draft by paying attention to the five aspects of writing. Students revise errors in writing. Revision is a process by which writers not only pay attention to the five aspects but also develop their ideas. At this stage, the teacher gives a message to help students revise good writing.

4. Editing

   In the final stage, students check the written text based on the feedback given, both from presentation, spelling, grammar, and punctuation.

It can be concluded that in writing, there are several steps that must be considered to get good writing. Therefore, in this study, the authors chose to apply the writing steps according to Mape (2000) as teaching in writing procedure tests.

2.4 Teaching Writing

Teaching writing is a process of teaching students to express the main ideas they have in written form. Teachers must be able to design and understand material relevant to student learning following the learning objectives to be achieved. Teaching a process helps someone to learn to understand something by providing knowledge that is not yet known (Brown, 1980). It can be concluded from the statement that teaching writing can guide students to master writing skills in English. Teaching writing is a unique process in reinforcing learning (Reid, 1993). This statement can be concluded that during the teaching writing process, the teacher must know the problems that students may face so that the teacher can choose the right way when dealing with students.

Based on the opinion of Lado (1959), the purpose of teaching foreign languages is the ability to understand and use the speech of the native language and culture, especially knowing its meaning. To achieve the goal of teaching writing, the teacher must prepare suitable materials to guide students in writing, in which the planned material is appropriate and relevant to the needs, interests, abilities, and ages of students (Raimes, 1983). Meanwhile, Nunan (2003) argues that teaching writing is a process of conveying main ideas into sentences and paragraphs. The teacher motivates students to write with the right ideas and aspects to become good writers.

2.5 Definition of Procedure Text

According to Derewianka (2004), procedure text is a text that provides instructions for making something, in the rules of the game, in recipes, manual

steps, and directions that are often used in everyday life. A procedure is a text that gives instructions to do something (Anderson et al., 1997).

This type of text is a text that is used to tell the reader how to do something or steps that are arranged sequentially. Ordinances can be found in food recipes, electronic manuals, sports and training, first aid, science, arts and crafts, etc.

In short, procedure text is a text that contains different steps from the beginning until the goal of something is achieved. These steps make it easier for the reader to understand the content of the text, which is arranged regularly following the exemplary aspects of writing.

2.6 Generic Structure in Procedure Text

Hodge and William (1984) say that the organization is a coordinated social unit for specific achievements to obtain social functions. Therefore, in writing procedure text, there is a main part structure, according to Anderson et al. (1997), namely:

1. The purpose of making procedure text:
2. Title of procedure text.
3. Introductory paragraph (this section contains an explanation for making or doing something that will be made).
4. Materials to complete the procedure:

List of materials or tools that will be used in the procedure of doing something.

1. Order the steps in the correct order:
2. How things need to be done in the manufacturing process.
3. The order of each important step is structured to make it easier for all readers to follow the idea.

The three components must be in the correct order so that the contents of the procedure text are conveyed to the reader.

2.7 Language Features of Procedure Text

According to Anderson et al. (1997), the following language features can be utilized to describe the method text:

1. The simple present tense is used in writing.
2. Using command sentences and imperatives (cut the cucumber, put it into the bowl).
3. Sometimes using, sequencers at every stage (first, next, then, after that, and finally).
4. Using adverbs to accurately convey the time, place, and manner, such as for three minutes, one hour, etc.
5. Each stage uses an action verb (make, take, and cook).

The procedure text must be written with language features in the requirements above.

2.8 Interactive Learning Strategies

According to Brown(2007), interaction is a reciprocal effect between two or more people in cooperation through main ideas or feelings. Communication skills theory emphasizes the importance of human interaction by using language in different contexts to "negotiate" meaning, or in simple terms, to convey ideas out of the heads and into the heads of others. Richards (2002) describes the interaction

as using statements that properly consider the roles of speaker and listener, implying that a conversation is often a form of social encounter and a means of conveying meaning or ideas.

In order to teach students to utilize language to attain the goal of acquiring grammatical structures, language teaching relies on interaction to facilitate communication. The grammatical structure of the target language becomes more understandable and accessible when the student participates in the conversation. Furthermore, this contact entails communicating one self-views and comprehending those of others. One person responds while another person listens to what they have to say.

An interactive learning strategy is an approach that refers to a constructive view. Interactive learning focuses on student questions as a center for discussion by exploring questions and information on students. Interactive learning is a learning process that makes students involve themselves and act as a whole in the learning process. This is reinforced by Faire and Cosgrove in Harlen's opinion that interactive learning is learning designed so that students can ask questions and find their answers (Suprayekti, 2008).

Students can interact with their instructors, peers, and course materials through interactive learning. This learning paradigm can get around student differences because it allows students to move according to their abilities without waiting for their peers. The interactive learning model that drives the instructional process allows students to practice independent learning without external distractions or the requirement to take tests at the end of each course until a minimum level of proficiency in predetermined goals is reached, learning experiences are repeated within the same unit, or lessons are learned and continuously improved with the

help and direction of the teacher. When using interactive learning, students actively contribute to their education.

Based on the opinion of several experts, interactive learning is a learning plan that is prepared to create an active learning atmosphere in the classroom. Students are directed to be active with questions they make

themselves to discuss with each other and understand the learning objectives conveyed by the teacher. In this case, the teacher directs students to give freedom in forming questions about the topic being studied, then conducts an investigation of the questions formed in small groups through discussion until they get answers to these questions. In the development of interactive learning, there are nine requirements that must be considered by a teacher before using in all discussion groups, namely: motivation, concentration, student background, material context, individual student differences, learning while playing, learning while working, learning to find and solve problems. , as well as social relations. In the interactive learning process, the teacher acts as a teacher who delivers material, a facilitator who facilitates students in learning activities, a teacher as a mediator, an evaluator who guides students in material evaluation activities, and the teacher acts as a guide and reformer for students. Thus the position of students in learning activities in order to get a memorable and not boring experience, students play an active role during learning activities. Active activities of students in the classroom include paying attention, taking notes, betraying, answering, expressing opinions, and doing individual and group assignments.

2.9 Characteristic of Interactive Learning Strategies

Characteristics of the interactive learning strategies according to Rivers (1987), the characteristics of interactive learning are:

1. The classroom is changed to serve as a space where these difficulties can be encountered and overcome with the assistance of the teacher and the cooperation of other students.

2. Understanding other people and self-expression go hand in hand with interaction.

3. Whether physical or experimental, interaction is always understood in context, with nonverbal cues extending the verbal cues' meaning.

2.10   The Steps of Interactive Learning Strategies

There are the procedure of interactive learning strategies by Faire Cosgrove in Harnen, W., (1996).

1. Stage 1: Preparation

   In the initial activity stage of this interactive learning, the preparation of teachers and students look for background topics that will be discussed in learning activities.

2. Stage 2: Before View

   At the initial knowledge stage, the teacher explores the students' initial knowledge about the things that students already know about the topic to be studied.

3. Stage 3: Exploratory

The activities carried out in these third stage display activities that provoke students' curiosity. Furthermore, students are encouraged to ask questions related to the topic of the activity in question.

4. Stage 4: After Review

After carrying out exploration activities through various demonstration activities or phenomena, at this stage, each student is given the opportunity to make questions in his group. Then students read the questions made in the group.

5. Stage 5: Children Question

In the process of investigation, there will be interactions between students and teachers, students with students, students with media, and students with tools. At this stage, students are given the opportunity to find concepts by collecting, organizing, and analyzing data in an activity that the teacher has designed.

6. Stage 6: Investigation

At the final knowledge stage, students read the results they obtained.

7. Stage 7: Reflection

The final stage is reflection, namely the activity of thinking about what has just happened or has just been learned.

Based on the opinions that have been reviewed above, in this study, interactive learning strategies can be carried out in several steps, namely: (1) preparing learning designs in the form of materials and sources of teaching materials that will be delivered in class, (2) exploring initial knowledge about things that have not been studied. Understood by students, (3) provide space for activities for students to explore the curiosity of students who have not been understood by students, (4) motivate students to prepare questions and submit questions that students, (5) have prepared invite students to investigate the existing questions,

(6) compare prior knowledge with the knowledge that has been obtained, (7) invite students to put forward the newly acquired knowledge.

2.11 Advantages and Disadvantages of Interactive Learning

Each learning strategy has advantages and disadvantages. In this interactive learning strategy, the advantages and disadvantages are as follows.

Advantages of Interactive Learning as follows:

1. Class Collaboration

    This makes it simple for students to collaborate and exchange knowledge as part of the learning process. Students are given the chance to participate in lessons, and they can interact with their teacher online while seated in their home classroom with just a camera or laptop and an Internet connection. Social tools typically play a big role in the learning process and give teachers the ideal setting to engage with their pupils. Additionally, by collaborating on projects or documents with one another, students can improve their communication and teamwork abilities, which will greatly benefit them.

2. Inspiring Freedom

    With the guidance of interactive technology, students can maintain their own learning process and identify their preferred resources. They can select a presentation style for their projects in this way, and they can also acquire significant research skills for the future.

3. Elasticity and Adaptability

    Interactive learning has a major role in differentiation and they are especially useful for classes of varying abilities.

Weaknesses of Interactive Learning are:

1. Complicated

   Interactive learning proves to be a little tricky when it helps learners understand and retain the knowledge they receive through the process.

2. Must be Updated

   It's important to be aware of the latest trends in interactive learning before getting into it.

2.12   Theoretical Assumptions

From the above theories, it is believed that using interactive learning strategies is the correct method for improving students' writing achievement in procedural texts. The teacher's ability to write students is improved through an active classroom atmosphere, through students with discussion groups. This strategy is meaningful, clear, and attractive. The concepts and ideas of students become active, critical, and creative so that they can be clear in writing down a number of steps in the procedure text. In the teaching and learning process, interactive has helped motivate students to be active in the classroom.

Students look active and critical when the teacher delivers the material. In addition, they have carried out all stages of the writing process well. Several important things were noted from the development of questions made by students in class during discussions to be further developed in the form of a coherent procedure text in accordance with linguistic characteristics and generic structures. The results showed an increase when viewed from the student's final writing test. So, the researcher concluded that the students' writing results were better than before using interactive learning strategies.

2.13 Hypothesis

The hypothesis in this study refers to the formulation of the problem previously mentioned. Based on several theories from the literature review and previous research that have been described previously, the hypothesis proposed in this study is that interactive learning strategies can improve students' writing achievement in procedural texts.

Based on the theoretical assumptions above, the researcher formulates the following hypothesis:

There is an increase in students' procedure text writing ability after implementing of interactive learning strategies. This chapter explains the notion of writing, aspects of writing, understanding procedure text, types of procedural text, teaching writing, understanding learning strategies, interactive learning, interactive learning requirements, interactive learning steps, advantages and disadvantages of interactive learning, theoretical assumptions, and hypotheses.

III.   METHODS

3.1 Desaign

In this study, researchers conducted quantitative research based on experimental research as a research design. The type of experimental research used by researchers is pre-experimental research. Pre-experimental research is an experiment that only involves one group. There is no comparison or control group involving one class as an experiment to improve writing achievement seen from student learning outcomes through the application of interactive learning strategies in learning English. Setiyadi (2006) said this design only includes one group or class given a pre and post-test without a control or comparison group, namely the one-group pretest-posttest design. In this design, one group is given two stages, before and after being treated with interactive learning strategies. In the first stage, students are only given the usual strategy, and the second stage uses interactive learning strategies. It could be illustrated as follows by Setiyadi (2006):

T1 X T2

T1 = Pre-test Score (before being given treatment)

X = Interactive learning strategy (treatment)

T2 = Post-test Score (after being given treatment)

3.2 Population and Sample

The population of this research was the whole students of third grade in SMP Negeri 1 Dente Teladas, where the population is (IX A-IX F) where one class was taken as the sample of this research for the experimental class, and the sample of this research is class IX F students at SMP Negeri 1 Dente Teladas. Samples are taken using a lottery technique. Doing so gave all classes the same chance to be the sample. Class IX F was randomly taken as the sample of 30 students.

3.3 Research Variables

Variables can not only be measured but can also be controlled by researchers, which can be obtained from experimental research. This study uses interactive learning strategies because this strategy has two variables in it, namely:
First, this independent variable relates to the experiment being tested within the specified time. The use of interactive learning strategies for two phases: the group that received treatment and the other group that was not given the treatment given in the pre-test. Second, the dependent variable measures the effect of the independent variable on student achievement in writing procedure text on test scores.

3.4 Data Collection

In this study, the researchers collected data using the Pretest and Posttest, and the steps are as follows:

1. Pretest

To collect data, the researcher conducted a pretest in the experimental class. Pretest was given to determine students' writing ability. It is provided at the first appointment, before treatment. The test is in the form of an order to make one paragraph of procedure text, and students are given 35 minutes to write the paragraph that the researcher gives on the question sheet. At first, the researcher introduced himself and explained the purpose of his research to the students. Then the researcher gave a pretest.

2. Posttest

After treatment, a posttest was given to students who experienced the same questions as the initial test. It aims to determine whether there is an effect on student learning outcomes by using interactive learning strategies in learning to write. Students are given 35 minutes to write the paragraphs given on the answer sheet. The pretest and posttest results were compared to determine the student's abilities before and after being applied using interactive learning strategies in learning to write.

3.5 Research Procedure

This study has specific procedures. The procedures in this study are as follows:

1. Preparation Stage

Before conducting the research, the researcher first made preparations such as choosing a school for research, asking permission from the principal, and making an agreement with the teacher in the field of English studies about the selected sample, the material to be studied, and the research. Research time, determine the population and sample, then

prepare and prepare learning tools, and the last stage of preparation is to prepare and prepare research instruments.

2. Doing A Pre-test

Students were asked to do a pre-test to write a procedural text after being given a brief explanation of the procedural text material without using interactive learning treatments.

3. Implementation Phase

Students are given interactive learning strategies that can support them in learning procedure text. Treatment using interactive learning. In the next stage, students are given an interactive method through small groups, and then students are asked to discuss the process of doing or making something. As the name implies, students are asked to actively ask questions, discuss, and think critically and creatively to compose a procedure text that they will make later.

4. Doing Post-test

This test is given after treatment using interactive learning strategies to help students compose their procedure texts. This test aims to determine whether there is a significant difference in the students' writing procedural text ability.

5. Final Stage

Activities carried out in the final stage are processing, analyzing, and concluding research results.

3.6 Research Instrument

In this study, researchers used research instruments to see whether the objectives had been achieved. The research instrument of this study was a written test,

namely a pre-test and a post-test. The first test is given when students have yet to receive interactive learning treatment to measure students' initial ability in writing procedure texts. For the second test, students were tested again by writing a procedure text after receiving treatment through interactive learning. These tests assigned the students to write procedure text based on the topics which had been given by the researcher. Detailed instructions and directions including time allocation accompanied the test.

3.7 Test of Validity and Realidity

3.7.1 Validity of Writing Test

According to Setiyadi (2018), the validity of an instrument can measure what should be measured. It shows how good the instrument is. The validity that the researcher wants to make depends on the data that has been collected, depending on the amount and type of evidence available. In this study, the researchers used content and construct validity.

1. Content validity, as proposed by Brown (2000) validity that focuses on the content of the test. In designing the material, the researcher used a syllabus made by the teacher. Researchers get data from the syllabus to assess the learning outcomes of procedural texts. The indicators on the syllabus are used as benchmarks in giving tests to students. Researchers use the syllabus as a reference source of material and assessment for students to find out the results of the procedure text writing test.

2. Construct validity is what determines whether the content is adequate as a sample. This can be seen from the content and format of the instrument used. As Brown (2000) quoted from Brown (1996) states that validity is "the extent to which a test measures what is claimed, or intended, to be

measured". In this study, the researcher designed a test based on writing theory with aspects of writing based on Jacob's (1981) theory. The technique is based on five aspects of writing: content, organization, language, vocabulary, and mechanics. These aspects have been proven by things that have been measured by researchers writing and applied during the teaching and learning process.

3. Face Validity

There are validity issues with how teachers and students perceive the test, according to Heaton (1991). A test is said to have at least face validity if it appears valid to other testers, educators, and students. In this study, the writing test's face validity was previously examined by both advisers and coworkers to ensure that the test's instructions would appear accurate and clear to others. Therefore, the tests that include instructions and directions have been checked by the researcher's advisors and English teachers until the test seems proper and understandable to obtain face validity of the writing exams.

3.7.2 Reliabilityof Writing Test

The use of inter-rater reliability can be used as a consistency tool in writing tests. There are two assessors who assess students' writing tests. The assessment is based on that proposed by Jacobs et al. (1981).

The results of the two assessments were compared to determine reliability. Therefore, the researcher used *rank-order correlation* to identify the correlation between the two raters.

The statistical formula according to Hatch & Farhady (1982) is used as follows:

$$P = 1- \frac{6 \cdot \sum d^2}{N(N^2-1)}$$

P : coefficient of rank order

d : difference in rank correlation

N : number of students

1-6 : constant number

In this case, the reliability coefficient of rank correlation can be analyzed with reliability standards, as follows;

    a. Very high reliability: 0.80000 – 1.0000

    b. High reliability: 0.60000 – 0.7900

    c. Medium reliability: 0.40000 – 0.5900

    d. Low reliability: 0.20000 – 0.3900

    e. Very low reliability: 0.0000 – 0.1900

Base on standart of reliability above, it can be concluded that the writing tests will be considered reliable if the tests resch at least (0.60) high reability.

The reliability of this research could be seen on the explanation below

    1. The result of reliability of the pretest

$$P = 1- \frac{6 \cdot \sum d^2}{N(N^2-1)}$$

$$P = 1- \frac{6 \cdot 87}{30 \cdot (900-1)}$$

$$P = 1 - \frac{522}{26.970}$$

$$P = 1 - 0.01935$$

P = 0.98065 (Very High Reliability)

2. The result of reliability of the posttest

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2-1)}$$

$$P = 1 - \frac{6 \cdot 329}{30 \cdot (900-1)}$$

$$P = 1 - \frac{1.974}{26.970}$$

$$P = 1 - 0.07319$$

P = 0.92681 (Very High Reliability)

3.8 Scoring Rubric

The analytical scale separates the compositional characteristics into components, each of which is scored separately. There are five aspects written by Jacobs et al (1981) consisting of content, vocabulary, grammar, language use, and mechanics used in this study.

Aspect of Writing	Score	Criteria

Content	30-27	Excellent to very good: knowledgeable, substantive, through thesis development, relevant to the assigned topic
	26-22	Good to average: some knowledge of the subject, adequate range, limited thesis development, mostly relevant to the topic but lacking in detail
	21-17	Fair to poor: limited knowledge of the subject, little substance, inadequate topic development
	16-13	Very poor: does not demonstrate knowledge of the subject, non-substantive, irrelevant or insufficient to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas are clearly stated or supported, concise, well organized, logical order, cohesive
	17-14	Good to average: somewhat choppy, disorganized but main ideas stand out, limited support, logical but incomplete sequence
	13-10	Fair to poor: not fluent, confused ideas or discontinuous, has no logical sequence

		and development
	9-7	Very poor: no communication, no organization or not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective choice and use of words or idioms, words of mastery, appropriate registers
	17-14	Good to average: adequate range, occasional misspellings or idioms, choice, usage but meaning not obscured
	13-10	Fair to poor: frequent mistakes in words or forms of idioms, choices, uses, meanings that are confusing or unclear
	9-7	Very poor: ; little knowledge of English vocabulary, idioms, tenses or not enough to evaluate
Language	25-22	Excellent to very good: effective, complex construction; some errors of agreement, tense, number, word order or function, article, pronoun, preposition
	21-18	Good to average: effective but simple construction; minor problems in complex construction; some errors of agreement, tense, number, word order or function, article, pronoun, preposition

		but meaning is rarely obscured
	17-11	Fair to poor: main problems in simple or complex construction; frequent errors of negation, agreement, tense, number, word order or article function, pronouns, prepositions, and/or run-ons fragments, deletion; means confused or blurred
	10-5	Very poor: almost no mastery of sentence construction rules, dominated by errors, not communicating or not enough to evaluate
Mechanics	5	Excellent to very good: convention; some capitalization errors, paragraph shows spelling,
	4	Good to average: occasional spelling mistakes, punctuation, use of capital letters, paragraph preparation but the meaning is not blurred
	3	Fair to poor: frequent mistakes in spelling, punctuation, use of capital letters, paragraph preparation; bad handwriting; means confused or blurred
	2	Very poor: not master the conventions; dominated by spelling errors, punctuation, use of capital letters,

		paragraphs; handwriting is illegible or not to be evaluated
Total score		

Table 3.1 Scoring Rubric

The score of writing especially in procedure text base on five components could be compared in the percentage as follows:

Content	30%
Organization	20%
Vocabulary	20%
Language	25%
Mechanics	5%
Total =	100%

3.9 Data Analysis

In this study the author uses the following steps to analyze the data that has been collected based on (Hatch & Farhady, 2006):

1. Assessment of all pre-test and post-test using an inter-rater.

2. Calculate the mean of the test results using this formula:

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

d : total student score

N : number of students

3. Knowing the significant differences in students' writing before and after being taught using interactive learning using the formula:

$$I = M2 - M1$$

I : Significant Improment students' learning achievement of writing procedure text.

M1 : The students' average pretest scores.

M2 : The students' average posttest score.

4. Discuss the results that have been obtained to answer the research questions.

3.10 Data Treatment

There are three basic assumptions that must be met in using the T-test analysis to test the hypothesis, according to Setiyadi (2006), namely:

1. The data is in intervals.
2. The data is taken from a random sample in the population (non-absolute).
3. The data is distributed normally.

Hypothesis testing with the Shapiro-Wilk formula was used to determine whether the data were normally distributed or not.

H0 : The data distribution is normal.

The hypothesis will be accepted if the result of the normality test is higher than 0.05 (sign.α). in this research, the researcher uses the level of significance of 0.05 to find out whether the data is distributed normally or not the test of normally was used as follows:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,120	30	,200[*]	,958	30	,274
Posttest	,081	30	,200[*]	,990	30	,989

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.2 Test of Normality

It could be conclude that H0 wass accepted. On the other hand, the data of pretest and posttest were distributed normally.

3.11   Hypothesis Testing

There are two hypothesis in this research, the hypothesis testing were stated as follow:

1. Interactive learning strategies can improve the ability of interactive learning strategies can improve students' ability in writing procedure texts. Researchers use this formula to test the hypothesis of this study:

   $$H1 = Sig. < 0.05$$

   H0 : Interactive learning strategies can not improve students' writing ability in procedure text.

   H1 : Interactive learning strategies can improve students' writing ability in procedure text.

   The analysis was computed using Statistical Package for Social Science (SPSS).

2. Interactive learning strategies can improve students' ability in writing procedure texts, especially in the aspect of content.

Briefly, this methodology chapter includes: design, population and samples, sampling techniques, data collection techniques, research instruments and procedures, research variables, assessment rubrics, validity and reliability tests, data analysis and treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use interactive learning strategies in teaching writing and for those who want to conduct similar research.

5.1 Conclusions

This research aims to determine whether there is a significant improvement in students writing procedure text after the implementation of interactive learning strategies and which aspect of writing improves the most after the implementation of interactive learning strategies. Concerning the study, it was concluded that:

1. There is a significant improvement in students writing achievement of procedure text after implementing interactive learning strategies. It can be seen from the test result, which showed that the students' mean score on the pretest was 61.7, increased to 78.6 in the posttest, and also the result of hypothesis testing on Paired Sample T-test that showed the significant value was lower than the 0.05. This happens because the teacher directs students to give freedom in forming questions about the topic being studied, then investigates the questions formed in small groups through discussion until they get answers to these questions. In other words,

implementing interactive learning strategies successfully improved the students writing achievement on procedure text.

2. Besides improving students writing achievement on procedure text, interactive learning strategies also improve all writing aspects, including content, organization, vocabulary, language use, and a mechanic. From those five aspects of writing, content is the aspect that improves the most after implementing interactive learning strategies. This happens because, in the learning process, they were trained to discuss in groups to exchange information actively using interactive learning strategies. In addition, by collaborating on projects or documents, students can improve their communication and teamwork skills, which will be very beneficial for them. So that students can produce their ideas better than before.

5.2 Suggestions

Based on conclutions that have been presented, the researcher proposes several suggestions that could be considered in finding of the research, researcher would like to recommend some suggestions as follows,

5.2.1   Suggestion for English Teachers

1. English teachers are suggested to use interactive learning strategies in teaching writing procedure text because the researcher found that students can develop their ideas based on the topic through interactive learning. Besides, they become more active and enjoy the teaching-learning process in the class.

2. In scoring students' works, the teacher should follow the scoring rubric of writing, which consists of five aspects of writing: content, organization, vocabulary, language use, and mechanic. This is to turn out fair and reasonable scoring.

5.2.2 Suggestion for Further Researchers

1. This study was conducted at the junior high school level. Therefore, further researchers can find out the implementation of interactive learning strategies at different levels, such as elementary or senior high school levels.

2. In this study, procedure text was employed as media to measure students' writing achievement improvement after implementing interactive learning strategies. Further researchers can apply interactive learning strategies with another kind of text, analytical exposition text, narrative, and recount text.

This final chapter has presented the conclusion of the research findings and suggestions for English teachers who want to use interactive learning as a strategy in teaching writing and for those who want to conduct similar research.

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