THE EFFECT OF INTERACTIVE LEARNING STRATEGY TOWARD STUDENTS READING COMPREHENSION IN SMKN 2 PADANG PANJANG

A THESIS

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ABSTRACT

This research aimed to investigate the effect of using the Interactive Learning Strategy on students' reading comprehension at SMKN 2 Padang Panjang. The study employed a quantitative approach using a quasi-experimental design involving two groups: the experimental class, which was taught using the Interactive Learning Strategy, and the control class, which was taught using traditional methods. The data were collected through pre-tests and post-tests consisting of reading comprehension tasks. The results of the t-test analysis using SPSS 20 showed that the significance value (Sig. 2-tailed) was $0.000 < 0.05$, indicating that there was a significant difference between the two groups. The findings revealed that students who were taught through the Interactive Learning Strategy achieved higher post-test scores and demonstrated greater engagement and participation in reading activities than those in the control group. Therefore, it can be concluded that the Interactive Learning Strategy has a significant and positive effect on students' reading comprehension. The study suggests that English teachers should implement interactive approaches to create more engaging, communicative, and student-centered learning environments that can enhance students' understanding and motivation in reading.

Keywords: Interactive Learning Strategy, Reading Comprehension, Quasi-Experimental Design, Vocational School, English Teaching

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan *Interactive Learning Strategy* terhadap kemampuan membaca siswa di SMKN 2 Padang Panjang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (*quasi-experimental design*) yang melibatkan dua kelas, yaitu kelas eksperimen yang diajar menggunakan *Interactive Learning Strategy* dan kelas kontrol yang diajar dengan metode tradisional. Data penelitian diperoleh melalui pre-test dan post-test yang mengukur kemampuan membaca pemahaman siswa. Hasil analisis uji-t menggunakan SPSS 20 menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) adalah 0.000 < 0.05, yang berarti terdapat perbedaan yang signifikan antara kedua kelompok. Temuan penelitian menunjukkan bahwa siswa yang diajar dengan *Interactive Learning Strategy* memperoleh nilai post-test yang lebih tinggi serta menunjukkan keterlibatan dan partisipasi yang lebih baik dalam kegiatan membaca dibandingkan siswa pada kelas kontrol. Dengan demikian, dapat disimpulkan bahwa penerapan *Interactive Learning Strategy* berpengaruh secara signifikan dan positif terhadap kemampuan membaca pemahaman siswa. Penelitian ini merekomendasikan agar guru Bahasa Inggris menerapkan strategi pembelajaran interaktif untuk menciptakan proses belajar yang lebih menarik, komunikatif, dan berpusat pada siswa guna meningkatkan pemahaman dan motivasi membaca.

Kata Kunci: *Interactive Learning Strategy*, Pemahaman Membaca, Desain Eksperimen Semu, Sekolah Kejuruan, Pengajaran Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Background of the Problem

In recent years, the teaching and learning process has undergone significant transformations, particularly in the context of foreign language education. As globalization continues to shape various sectors of society, proficiency in English has become an essential skill for students to succeed in their future careers (Harmer, 2015). English is widely regarded as the global lingua franca, and its importance extends beyond just communication. Many international businesses, academic institutions, and scientific communities use English as their primary language, making it crucial for students to master it. In addition to improving employment prospects, proficiency in English allows students to access global knowledge, participate in international networks, and engage with people from diverse cultural backgrounds. As a result, educational systems worldwide are increasingly prioritizing English language acquisition, ensuring that students are well-equipped for the challenges of an interconnected and globalized world.

Because of its importance, English is taught both in formal education ranging from kindergarten to university—and in informal education, such as language courses. These forms of education emphasize the teaching and learning process, where students are expected to develop their ability to use English both in spoken and written forms. However, in practice, many students

still experience difficulties in mastering the four skills, particularly reading, which plays a central role in accessing knowledge and understanding written materials.

The need for effective teaching strategies in foreign language classrooms has therefore grown as educators aim to enhance student engagement and learning outcomes (Johnson, 2009). Traditional methods, which often emphasize passive learning, are no longer adequate. With the rise of interactive technologies and student-centered approaches, teachers are adopting innovative strategies such as task-based learning, communicative language teaching, and the use of digital tools to create engaging and immersive environments. These strategies not only help students develop language skills but also promote critical thinking, collaboration, and practical language use. Yet, despite these advancements, many classrooms still rely heavily on conventional teaching practices, leaving students less motivated and limiting their active involvement.

One of aspects in teaching and learning process in English is teaching reading strategy. This aspect should gets a serious attention because from interactive learning strategy the teacher can be helped to acquire the good target in teaching reading comprehension. In this matter, to achieve the good target, the English teachers are expected to the students can be independent learners. The goals to make the learning process more engaging and dynamic, enabling

students to apply their knowledge in real-world contexts and work together to achieve shared learning objectives.

The Interactive Learning Strategy offers a potential solution to these problems by encouraging students to actively participate in the learning process. Through group work, discussions, and interactive exercises, students can share ideas, solve problems collaboratively, and learn from one another. This method shifts the focus from passive absorption of information to active engagement, helping students retain knowledge more effectively and apply it in real-world contexts (Meskill, 2005). In doing so, interactive learning not only improves comprehension but also strengthens critical thinking and communication skills.

In Indonesia, the importance of English proficiency is increasingly emphasized in the educational system, particularly in vocational schools where English is a compulsory subject (Sutrisno, 2018). However, research indicates that many vocational school students still struggle to achieve sufficient proficiency levels due to the dominance of traditional, teacher-centered methods that fail to fully engage learners (Kurniawati, 2016). This mismatch between the demands of the curriculum and the methods used in practice highlights a pressing need for more innovative and interactive strategies.

Based on Preliminary research at July and August 2025, a preliminary research phase was conducted through direct observation and interview at SMKN 2 Padang Panjang as part of a field experience program. The reseacer

found several of problem. The students have difficulties in reading beacause the teacher not really consider student's individual learning styles. the students rarely practice English the teacher usually only used a small amount of texts and written exercise then the become passive students in the classroom . Most of English teachers used traditional method such as teacher center it has gave writing assessment in teaching reading that makes the students low motivation and less of participation because they felt bored. The students were given reading assignments that have less relevant to real life . The findings expected to provide valuable insights for designing more effective reading activities that not only improve comprehension but also prepare students with practical language skills relevant to their future careers.

Therefore, this research will explore whether the use of the Interactive Learning Strategy leads to significant improvements in students' reading competency, and how it can be effectively implemented in vocational education settings like SMKN 2 Padang Panjang.

B. Identification of the Problem

Based on the background of the problem above, it can be identified several problems such as:

1. Many students still face difficulties in reading English texts, possibly because teachers do not fully consider students' individual learning styles when delivering reading materials.
2. A number of students rarely practice reading English actively during classroom activities.

3. Traditional teaching methods may not effectively engage students, making it harder to improve their reading comprehension in meaningful, communicative contexts.
4. The limited use of interactive and student-centered strategies results in fewer opportunities for students to develop reading skills through active participation and real-life reading tasks.

C. Limitation of the Problem

This study examines the effect of the Interactive Learning Strategy on students' reading skills at SMKN 2 Padang Panjang. It focuses on how the strategy influences students' engagement, participation, and performance in reading English texts. The research will take place in selected English classes that use the Interactive Learning Approach. It is limited to first-grade students in the Visual Communication Design major, as they often read English materials related to design software and creative projects. The study only focuses on reading skills, not listening, speaking, or writing. The findings are expected to give insights into improving reading instruction through interactive methods in vocational schools.

D. Formulation of the Problem

Based on the limitation of the problem above, this research are formulate such as:

1. Is there any significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang?

2. Is there any significant differences in students engagement and participation in reading activities between those taught using the Interactive Learning Strategy and those taught using traditional methods at SMKN 2 Padang Panjang?
3. Is there any Interactive Learning Strategy get better results in reading comprehension than students whose reading does not use the Interactive Learning Strategy?

E. Purpose of the Research

1. The main purposes of this research are To find out whether there is a significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang".
2. To investigate the significant differences in students' engagement and participation in reading activities between those taught using the Interactive Learning Strategy and those taught using traditional methods at SMKN 2 Padang Panjang.
3. To examine whether students who are taught using the Interactive Learning Strategy achieve better results in reading comprehension than students whose reading does not use the Interactive Learning Strategy.

F. Significance of the Research

The research result is expected to give information for:

1. The teacher

The result of this research is expected to give knowledge for teacher so that they are more aware to students' differences brought to the

classroom, tocreate an optimal learning environment in the classroom by knowing the interactive learning method and to improve teaching and learning process, therefore students can increase their English achievement.

2. The student

   The result of this research is expected to provide valuable information to students about the Interactive Learning Strategy, allowing them to integrate this method into their learning process. By doing so, they can enhance their ability to learn more easily and quickly, leading to greater success in developing their reading skills in English. Furthermore, understanding the Interactive Learning Strategy can help students become more effective problem solvers, enabling them to overcome challenges they may encounter during the English reading process.

3. Stake holder

   For the readers, the result of this research is expected to provide useful information about the use of the Interactive Learning Strategy, so that they can become more aware of their own learning styles and pay more attention to their reading achievement in English.

4. Other researchers

   It can be compered for other reserchers who want to do further research on the same subject. And also this study can be useful to give more information about this research and can be used for better research.

G. Definition of the Key Terms

To avoid misunderstanding about the tittle of the research, the researcher would explain the term in the tittle:

1. **Interactive Learning Strategy**

   Interactive Learning Strategy is a strategy to teaching and learning that actively involves students in the learning process through meaningful activities such as discussions, group work, problem-solving, and the use of digital tools. This strategy emphasizes collaboration, communication, and critical thinking to enhance understanding and retention of knowledge.

2. **Reading Skill**

   Reading is a process of translating signs and symbols meaning and incorporating the new information into existing cognitive and affective structures. It entails the skill to derive understanding and meaning from a text, making it an essential aspect of developing communication skills in spoken English.

CHAPTER II
REVIEW RELATED LITERATURES

A. Review of the Related Theories

1. Interactive Learning Strategy for Teaching Reading

1.1 The Definition Interactive Learning Strategy

Interaction is an important word for language teaching. In the era of Communicative Language Teaching, interaction is the heart of communication is all about.

According to H. Douglas Brown (2001) interaction is the collaborate exchange of though, feelings, or idea between two or more people, resulting in a reciprocal effect on each other. Theories communicate competence emphasize the importance of interaction of human beings use language in various contexts to "negotiate" meaning, or simply stated, to get an idea out of one person‟s head and into the head of another person and vice versa (H. Douglass Brown, 2001).

In addition, according to (River, 1993), interaction is the situation when students achieve facility in using a language when their attention focuses on conveying and receiving authentic messages. It is the messages that contain information of interest to speaker and listener in a situation of importance of both. Interaction involves not just expression of one's own ideas butt comprehension of those of others. One listens to other ; one responde directly or indirectly ther listen and respond (River, 1993).

Jack C. Richards describes interaction as the use of utterances that make appropriate account of the speaker's and the hearer's roles implies that conversation is often just as much a form of social encounter as is it a way of communicating meanings or idea (Richards, 1985). The interactive approach frees the instructor as well as the student. The instructor's role is to act as a coach who organize, encourages, and guides student interaction; teacher need to be flexible while keeping interaction central-interaction between teacher and students, student and teacher, student and student.

Interactive Learning is a student centered learning model, where students are directly involved in various types of learning activities in the classroom. Interactive learning model makes students interact in doing and thinking (hands on and minds on) that generate feedback directly to the subject matter given. Faire and Cosgrove in Harlen suggested that the interactive learning is designed so that students ask questions and find their own answers.

From the explanation a bove, interactive learning can be defined as an approach that brings students to be more communicative by exchanging their thought, feeling, and ideas where the situation focused on conveying and receiving authentic messages.

1.2 The Strengthen of Interactive Learning Strategy

Interactive learning strategies are highly recommended for 21st-century education because they actively involve students in the learning process. These strategies offer several strengths that enhance both cognitive and social development. The following are the primary strengths of interactive learning strategies (Johnson D. W., 2013) Interactive learning strategies significantly enrich the educational experience by actively involving students in the learning process. Through dialogue, group work, and hands-on activities, students construct knowledge collaboratively, which fosters teamwork, strengthens communication, and hones social skills.

These methods also stimulate critical thinking by encouraging learners to analyze, evaluate, and synthesize information, developing higher-order cognitive abilities. Moreover, active participation boosts knowledge retention, as students tend to remember concepts they've engaged with more effectively than those acquired passively. The interactive nature of these strategies increases motivation and enthusiasm, making learning both enjoyable and meaningful. By simulating real-world scenarios, such strategies bridge the gap between theory and practice, promoting practical understanding and application. Furthermore, students are empowered to take ownership of their learning journey, building independence and self-directed learning habits. Ultimately, interactive learning not only enhances academic performance but also nurtures emotional and social

development, transforming classrooms into dynamic, student-centered environments.

An Interactive Learning approach in a classroom is to maintain a teaching style, like the Socratic Method, that encourages healthy debate between students and the teacher. Here are the advantages the Interactive Learning as follows:

1. Classroom Collaboration

   This allows the students to share information easily and also work together as an integral part of the learning process. They are provided with the opportunity to partake in lessons, while it is possible for a simple cam or laptop plus an Internet connection to link the learners with their teachers on the web while sitting in their own classroom. In most cases, the social tools contribute significantly to the learning process while providing the teachers with a proper platform to connect with the students. Furthermore, the students are able to develop their communication as well as collaborative expertise by working on shared projects or documents and this will help them significantly afterward when they mature into working individuals.

2. Inspiring Freedom

   Students are able to take control of their own learning process and also figure out their preferred resources with the help of interactive technology. In this way, they can choose the method

to present projects and also develop important research skills for the upcoming days.

3. Elasticity and Adaptability

   Interactive learning has a major role to play in differentiation and they are extremely useful to classes of various abilities

1.3 The Weaknesses of Interactive Learning Strategy

Interactive learning strategies offer dynamic and student-centered approaches to classroom instruction. However, despite their benefits, these strategies also present several challenges. The following are some commonly identified weaknesses of interactive learning strategies (Eggen, 2016). Consume more time than traditional methods. Altogether, these limitations highlight the importance of thoughtful implementation when integrating interactive strategies into classroom instruction.

Interactive learning activities, while beneficial in many ways, come with several notable challenges. Firstly, they require time-consuming preparation, as educators must invest significant effort in planning and organizing detailed lesson structures. Active learning strategies engage students in the learning process and foster critical thinking, retention, and motivation more effectively than traditional passive methods Bonwell & Eison (1991). Additionally, such methods place a high demand on the teacher's facilitation skills, requiring them to manage discussions, monitor student engagement, and maintain

focus on learning objectives. These settings often lead to unequal student participation, where outspoken individuals dominate conversations while quieter ones remain passive. In larger classrooms, maintaining interactive engagement becomes especially challenging, resulting in limited effectiveness and less individual attention. Furthermore, student discomfort in social settings can hinder participation, particularly among introverted or anxious learners. Cooperative and interactive learning environments increase student achievement, interpersonal skills, and self-confidence, transforming classrooms into dynamic, learner-centered communities Johnson, Johnson & Smith (1998). There is also the risk of discussions straying off-topic, which can dilute instructional goals. Lastly, in curricula with tight schedules, interactive strategies may be inefficient for delivering content efficiently, as they can consume more time than traditional methods. Altogether, these limitations highlight the importance of thoughtful implementation when integrating interactive strategies into classroom instruction.

While interactive learning strategies encourage student engagement and deeper understanding, they require careful planning, teacher expertise, and classroom control to be implemented effectively. Without these, the weaknesses may outweigh the benefits. And there are some disadvantages of an interactive classroom :

1. Complicated

Interactive learning can prove to be a bit complicated while helping the learners in comprehending and retaining the knowledge which they are receiving by the process.

2. Must Be Updated

   It is very important to be aware of the latest trends in interactive learning prior to entering it.

1.4 Procedures of Interactive Learning Strategy for Teaching Reading

In the interactive learning strategy there are several learning procedures that will be used in the interactive classroom. There are the procedures of interactive learning strategy by (Harlen, 1996):

Table 2 1. Procedures of Interactive Learning Strategy

No	Stage	Teacher Activity	Student Activity
Pre-Teaching Reading			
1	Preparation	1. Selecting culturally relevant reading materials by using reading text in the form of narrative text in Minangkabau culture. 2. Designing interactive activities aligned with learning objectives. Teacher will be sett up group discussion.	1. Review backround knowledge related to the topic. 2. Bring personal experiences/questions to class.
2	Before Views	1. Asking probing questions to activate prior knowledge. 2. Introducing the topic through real-world examples.	1. Share existing knowledge about the topic.
While Teaching Reading			
3	Exploratory Activity	1. Facilitateing small-group discussions. 2. Providing guided questions to stimulate critical thinking.	1. Engage in group discussions. 2. Ask questions and disscuss the ideas collaboratively.

4	Children's Questions	1. Collecting student questions.	1. Students asking questions based on exploration when reading text. 2. Students submit questions to the teacher.
5	Investigation	1. Guiding students to solve problems or question. 2. Providing resources (books, digital tools).	1. Solve the problem in the question with the group. 2. Analyze data and draw conclusions.
6	After Views	1. Leading reflection sessions example answering questions, summaries, presentations. 2. Connecting findings to real-world applications.	1. Present findings to the class. 2. Summarizing learning outcomes.
Post Teaching Reading			
7	Reflecting	1. Evaluating student progress. 2. Adjusting future lessons based on feedback.	1. Self-assess understanding 2. Identifying knowledge to be improved.

(Adapted from Harlen,1996)

1.5 Interactive Learning Principles

Before turning about interactive learning principles, there are some principles of second language learning that should be known. When students engage in group discussions or role-plays, they are not only practicing linguistic forms but also developing communicative competence in real-time contexts. Silberman emphasizes that effective learning occurs when students actively participate through interactive activities such as peer teaching, discussions, and cooperative tasks (Silberman, 1996). Moreover, Brown highlights the importance of affective factors such as motivation and self confidence which are often enhanced in interactive settings where learners feel supported and involved The second language learning principles are (Brown, 2007):

1). Cognitive Principle

It is relate mainly to mental and intellectual functions.

a) Automaticity

Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity (Brown, 2000).

b) Meaningful Learning

Meaningful learning is indeed more effective for students because it connects new knowledge with their prior experiences, making it easier to recall and apply in real-life situations. Unlike rote learning, which often results in temporary memorization, meaningful learning fosters deeper understanding and critical thinking. This approach not only enhances long-term retention but also encourages learners to use knowledge creatively and flexibly in different contexts. Meaningful learning will lead toward better long-term retention than rote learning (Brown, 2000).

c). The Anticipation of Reward

Human being is universally driven to act or behave by the anticipation of some sort of reward-tangible or intangible, short term- that will ensue as a result of the behavior (Brown, 2000: 62).

c. Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs. wants, or desires within oneself, the behavior itself is self rewarding: therefore, no externally administered reward is necessary (Brown, 2000).

d. Strategic Investment

Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language (Brown, 2000).

2). Affective Principle

The principle are characterized by a large proportion of emotional involvement

a) Language Ego

As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting-a second identity. The new language ego, intertwined with the second language, can easily create within the reader a sense of fragility, defensiveness, and a rising of inhibition (Brown, 2000).

b) Self-Confidence

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task (Brown, 2000).

c) Risk-Taking

Successful language learners, in their realistic appraisal of themselves as vulnerable beings, yet capable of accomplishing tasks, must be willing to become gambler in the game of

language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty (Brown, 2000).

d) The Language-Culture Connection

Whenever teacher teaches a language, she or he also teaches a complex system of cultural customs, values, and ways of thinking, feeling and acting (Brown, 2000).

3). Linguistics Principle

Language learning and teaching center on language if self and on how the learners deal with these complex linguistics system.

a) The Native Language Effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

b) Inter-language

Second language learners tend to go through a systematic or quasi- systematic developmental process as they progress to full competence in the target language. Successful interlanguage developmental is partially a result of utilizing feedback from others.

c) Communicative Competence

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

1.6. Characteristics of Interactive Learning

According to (Rivers, 1987) the Characteristics of interactive learning are:

1. The classroom turn into a providing ground where such challenges are feed and are overcome with the aid of the teacher and the cooperation with the other learners.
2. Interaction involves not only the expression of the one‟s own ideas but also the comprehension of those of others.
3. Interaction always is understood in context, physical or experimental, with nonverbal ones adding aspects of meaning beyond the verbal.

2. Concept of Reading Skills

2.1. The Definition Reading Skills

Reading is a process of translating signs and symbols meaning and incorporating the new information into existing cognitive and

affective structures. Its significance extends beyond the confines of school, impacting personal fulfillment and career success. The ability to read proficiently is integral, as deficiencies in this skill can lead to missed opportunities. Despite its importance, reading remains one of the most challenging aspects within the education system. Students' attitudes toward the purpose of reading play a pivotal role in influencing their reading proficiency.

Reading skill refers to the ability to understand, analyze, and interpret written texts effectively. According to Nugroho et al. (2021), the implementation of the Question-Answer Relationships (QAR) strategy in digital platforms such as Google Classroom significantly enhances reading comprehension among vocational school students. Reading is a complex process involving both decoding and higher-order thinking.

Reading is a fundamental language skill that plays a crucial role in the learning process and knowledge acquisition (Grabe & Stoller, 2011). It involves the interaction between the reader and the text, where the reader tries to construct meaning based on background knowledge, vocabulary understanding, and comprehension strategies (Nunan, 2003). According to Grellet (1981), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This emphasizes the role of the reader’s prior knowledge in interpreting the text.

Reading skills are generally categorized into two types: intensive reading and extensive reading (Harmer, 2007). Intensive reading focuses on detailed understanding, often involving shorter texts, while extensive reading emphasizes fluency and overall comprehension through reading longer texts. In addition, reading involves several sub-skills such as skimming, scanning, predicting, and inferring (Brown, 2001). Skimming is used to get the general idea of a text, while scanning is aimed at finding specific information. These skills help students become efficient readers.

Reading comprehension is not merely decoding words but involves active cognitive processing where readers make connections, draw inferences, and monitor their understanding (Snow, 2002). This means that teaching reading should not only focus on pronunciation and vocabulary but also on strategies to understand the text as a whole.

2.2. The Stage of Teaching Reading

According (Nunan, 2003) proposes three main stages in teaching reading:

1) Pre-reading stage: This stage activates students' prior knowledge, introduces key vocabulary, and sets the purpose for reading. Activities might include brainstorming, predicting content, or discussing the topic.
2) While-reading stage: Students engage with the text using strategies such as skimming for the main idea, scanning for details,

and making inferences. Teachers may ask guiding questions or provide graphic organizers.

3) Post-reading stage: Learners reflect on the text, answer comprehension questions, discuss themes, or summarize what they've read. This stage also allows integration with other skills such as speaking or writing.

This stage activates students' background knowledge and prepares them for the text. According to Abdul Kareem Igbaria, the pre-reading stage is essential to build confidence and create security within the learners before they approach a reading text by activating schema and generating interest. The typical activity are:

1. Predicting from titles or pictures
2. Brainstorming
3. Pre-teaching vocabulary
4. KWL charts (Know–Want to know–Learned)

Students engage directly with the text to develop comprehension and reading strategies. According (Manuel Campos,2020) explains that while-reading activities help learners "focus on aspects of the text and understand it better, such as identifying main ideas, scanning for details, and making inferences. These following typical are:

1. Skimming and scanning

2. Answering guiding questions
3. Highlighting or annotating
4. Making predictions and confirming them

This stage allows students to reflect, respond, and extend their understanding of the text.Igbaria emphasizes that post-reading activities encourage critical thinking and improve retention" by connecting the text to personal experiences or broader themes. There are some of typical activities:

1. Summarizing
2. Discussing moral values or themes
3. Creative responses (e.g., rewriting the ending)
4. Graphic organizers

3. The Principles of Teaching Reading

The principles of teaching reading encompass systematic methodologies to develop literacy skills. These include explicit instruction in phonics (sound-letter correspondence), fluency training, vocabulary expansion, comprehension strategies like predicting and summarizing, and fostering reading motivation. A balanced approach integrates both bottom-up processing (decoding words) and top-down processing (applying prior knowledge to derive meaning).

Effective reading instruction is critical for vocational students to decode complex technical documents and safety protocols. The National Reading Panel (2000) found systematic phonics instruction improves

reading accuracy by 74%, while comprehension strategies enhance critical thinking needed for troubleshooting mechanical systems. Without these principles, in this school some students might struggle to interpret electrical diagrams or culinary sanitation guidelines, directly impacting their workforce readiness.

Some of teacher usually implement these principles by designing leveled reading tasks for diverse majors. Automotive instructors, for example, scaffold students' reading of engine manuals by pre-teaching terms like hydraulic systems. Curriculum developers align materials with industry standards, while parents support through home reading logs. Administrators ensure teachers receive professional development on evidence-based literacy strategies. In practice, teachers can:

a. Use graphic organizers to break down technical texts into manageable sections.
b. Implement think-alouds to model how experts analyze welding procedure specifications Pearson & Gallagher (1983).
c. Graphic organizers and KWL charts remain effective strategies to help learners navigate technical and vocational texts" (Fang & Schleppegrell, 2016).Apply the KWL (Know-Want-Learn) strategy before reading tourism brochures to activate prior knowledge.
d. Peer and reciprocal teaching approaches promote not only comprehension but also confidence in reading discipline-specific

materials (Fisher & Frey, 2020).Design peer-teaching sessions where culinary students explain recipe instructions to classmates

4. Reading Assesment

Reading assessment is a multi-dimensional evaluation of students' literacy capabilities, measuring decoding accuracy, reading fluency, vocabulary knowledge and comprehension depth. It employs diverse tools such as standardized tests, running records, oral reading fluency checks, and analytic rubrics for written responses. For vocational contexts, assessments might include interpreting technical schematics or analyzing safety manuals, aligning reading skills with job-specific requirements.

Regular assessments provide actionable data to personalize instruction. A 2023 World Bank study on Indonesian vocational schools revealed that institutions implementing bi-monthly reading assessments saw a 31% improvement in students' ability to follow equipment manuals. Without assessments, teachers cannot identify whether students struggle with technical jargon (e.g., "torque specifications") or overarching concepts in hospitality management texts.

According to National Reading Panel, (2000), reading assessment comprises several key components that reflect the multifaceted nature of reading as a cognitive and linguistic process. One widely accepted framework comes from the National Reading Panel (2000), which identifies five essential components of effective reading instruction and assessment: fluency, vocabulary, and comprehension.

Fluency is another critical component, involving the ability to read text smoothly, accurately, and with appropriate expression. According to Read Naturally, fluency assessments often include timed readings and oral performance evaluations to measure reading rate and prosody. Fluent readers are more likely to comprehend what they read because they can focus on meaning rather than decoding.

Vocabulary knowledge plays a central role in reading comprehension. A rich vocabulary allows readers to make sense of the text and infer meaning from context. Experts recommend assessing vocabulary both directly (through quizzes or word recognition tasks) and indirectly (through reading comprehension exercises).

Finally, reading comprehension is the ultimate goal of reading. It involves understanding, interpreting, and critically engaging with a text. Comprehension assessments may include answering questions, summarizing passages, or making inferences. These tasks help educators evaluate how well students integrate background knowledge with textual information. The Effective implementation involves:

a. Diagnostic pre-tests using industry-aligned texts (e.g., culinary students reading food safety protocols).
b. Performance-based assessments where IT students explain network configuration guides orally.

c. Digital tools like Google Forms for instant vocabulary quizzes on technical terms.
d. Holistic scoring of critical responses to welding procedure texts, evaluating both technical accuracy and safety awareness

5. Interactive Learning Strategy in Teaching Reading

Interactive learning transforms passive reading into dynamic, collaborative experiences through strategies like jigsaw reading (where student groups master different text sections), digital annotation platforms and role-playing vocational scenarios. It emphasizes social constructivism, where knowledge is built through dialogue and hands-on application, particularly effective for vocational subjects where theoretical concepts must link to practical skills.

Applying interactive learning strategies in teaching reading involves engaging students actively with texts, peers, and the teacher to enhance comprehension and critical thinking. According to Buehl (2017), interactive learning fosters deeper understanding by encouraging students to connect prior knowledge with new information. Teachers can implement strategies such as discussion webs, anticipation guides, and reciprocal teaching to promote active participation and collaborative meaning-making.

Furthermore, interactive learning emphasizes the use of scaffolding techniques, where teachers guide students through complex texts by

modeling strategies such as summarizing, questioning, and visualizing. This aligns with the interactive model of reading, which integrates both lower-level decoding and higher-order comprehension processes (Mraz et al., 2013).In essence, applying interactive strategies in reading instruction transforms the classroom into a dynamic learning environment. It empowers students to become strategic readers who can analyze, interpret, and respond to texts thoughtfully.

B. Review of Related Studies

This research will be conducting by considering a number of prior researches which focus on the research domain of the effect of interactive learning approach toward student competency in reading skill of SMKN 2 Padang Panjang. The initial research, studies is by Putra, A., & Sari, R. (2020), titled The Effect of Interactive Learning on Students' Reading Comprehension at Senior High School in Bandung. This study will be investigating the impact of interactive learning strategies on students' reading comprehension in a senior high school setting. Using a quasi-experimental design, they divided students into experimental and control groups. The experimental group participates in interactive learning activities such as group discussions and peer feedback, while the control group will be using conventional methods. The results show that students in the interactive learning group significantly outperform their peers in reading comprehension tests, indicating that interactive learning strategies can effectively enhance reading comprehension

skills. This study supports the idea that active participation and peer collaboration improve language learning outcomes.

Another relevant study was conducted by Nugroho, B. (2019), titled Interactive Learning Strategy to Enhance Reading Skills in Vocational Schools. This examined how interactive learning strategies can improve vocational school students' reading skills. The study concluded that the use of group discussions, peer feedback, and interactive questioning techniques effectively enhanced students' reading ability. This experimental research implemented models like group work, reciprocal teaching, and peer feedback throughout one semester. Pre-tests and post-tests were used to assess students' reading improvements. Findings revealed that interactive learning substantially enhanced the students' reading abilities, proving its effectiveness in vocational education settings. Nugroho's study highlights that engaging students through collaborative learning can foster better reading competencies.

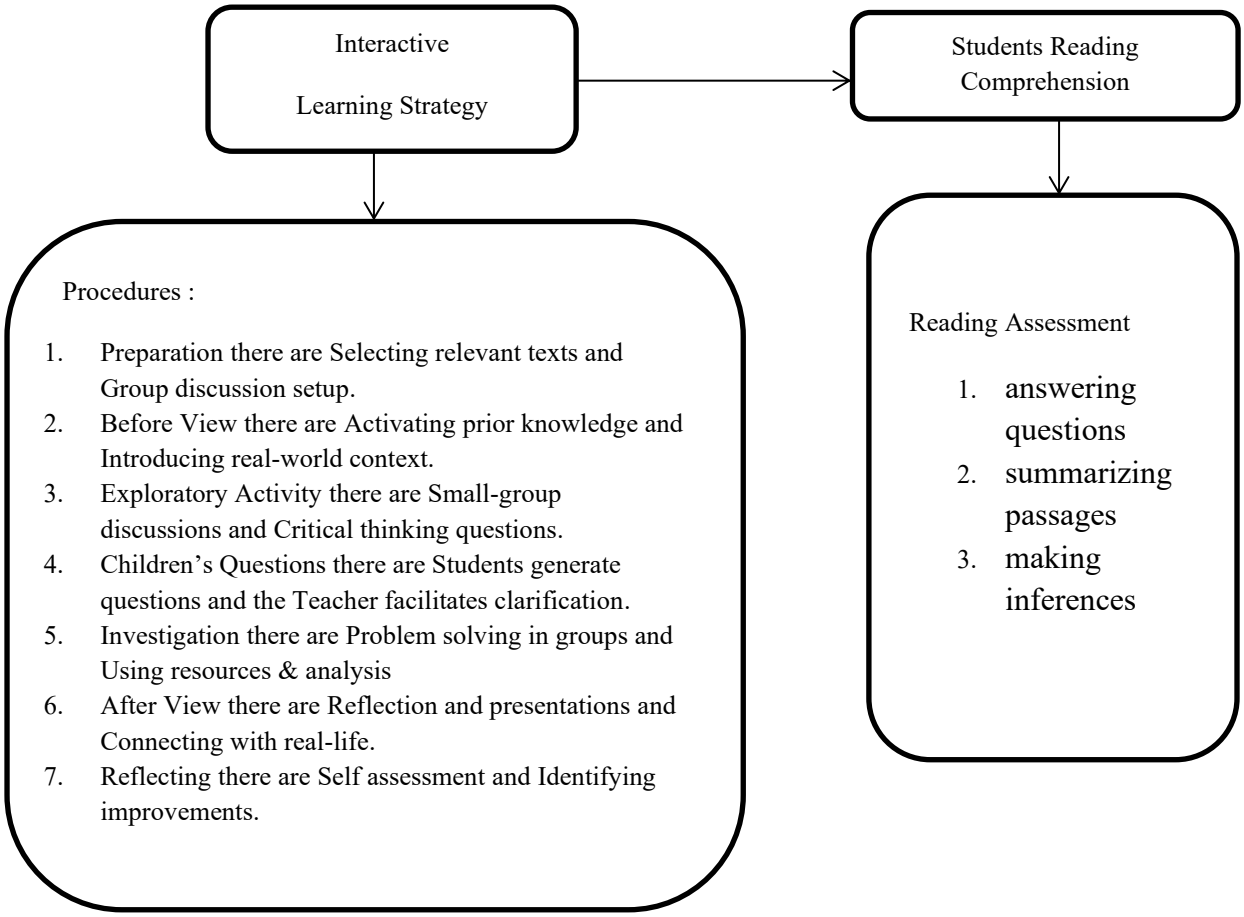
Additionally, Sari, D. P., & Wijaya, F. (2021) conducted research on Assessment Techniques in Reading Comprehension A Study in Indonesian Secondary Schools. This research focused on various assessment techniques for reading comprehension in Indonesian secondary schools. It emphasized the importance of formative assessment combined with interactive learning to provide ongoing feedback and improve students' reading skills. Using qualitative methods such as interviews with teachers and classroom observations, they explored how assessment tools function in practice. Their study emphasized the critical role of formative assessments combined with

interactive learning approaches to provide continuous feedback. This ongoing feedback helps teachers identify students' needs and supports the development of reading skills more effectively than traditional summative assessments alone.

These studies collectively support the notion that interactive classroom methods, including collaborative learning, task-based activities, and the use of technology, significantly improve students' English achievement. This is particularly relevant for vocational schools like SMKN 2 Padang Panjang, where practical language skills are essential for students' future careers.

C. Conceptual Framework

Conceptual framework of this research can be created as below:



The conceptual framework illustrates the relationship between the interactive learning strategy and students' reading comprehension at SMKN 2 Padang Panjang. The conceptual framework illustrates the relationship between the Interactive Learning Strategy (independent variable) and Students' Reading Comprehension (dependent variable)**.** The Interactive Learning Strategy consists of seven procedural stages (adapted from Harlen, 1996), which emphasize active participation, collaboration, and problem-solving. Meanwhile, Reading Comprehension it has several stages in teaching reading such as Pre-reading stage, while teaching and Post teaching reading.

D. Hypothesis

Based on the background, formulation and purposes of the problem above, the hypothesis of this research is:

H_a : there is significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang

H_0 : there is no significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research is an experimental method by using quantitative approach. Experimental method is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulation on the dependent variable (Donald Ary, 2002). (Gay 2012) stated that experimental research is the type of research that can examine hypothesis to establish the cause effect relations. (Sugiyono 2013) stated that experimental research is a research method use to investigate the effect of a particular treatment on other variables under controll conditions. This means that experimental research seeks to examine cause-and-effect relationships. Therefore, in this study, the researcher apply experimental research to find out the cause-and-effect relationship of using task-based learning.

In this research, the researcher use a quasi experimental research. Gay said that quasi experimental design it is not just possible to randomly assign subject two groups. The resercher use non equivalent control group design. In this research there are two groups, experimental class and control class. Experiment class and control class get the pre-test and post-test, one class receive a new treatment and another group will be treat like unusual treatment as previously. In this research, the experimental class will treat by using

interactive learning strategy, while the control class will be treat without interactive learning strategy.

The design of the research can be described in following table:

Table 3 1 Design of pre-test and post-test

Group	Pre-test	Treatment	Post-test
Experiment Class	T1	X	T2
Control Class	T1	-	T2

Note :

X : Treatement of experimental class by using interactive learning strategy

\- : Control Class by using Traditional learning method

T1 : Pre-test for experimental class and control class

T2 : Post-test for experimental class and control class

Based on the research design above, special treatment give to the experimental class and both of test is administrated to both of classes.

B. Population and Sample

1. Population

According to Sugiyono (2013), population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and

then dwan conclusion from. According in Nawawi in (Margono 2007), population is totally the research object consist human,things, animals, plants, event and other as data source that have characteristics.According to Sugiono, population are the generalized areas that consist of subject or the subject that is certain quality and characteristic that set by the researcher to learn and take the conclusion. Therefore, population is one or more students as the subject of research. The population of this research is all of the one grade students of SMKN 2 Padang Panjang majoring in Visual Communication Design (DKV) in academic year 2014-2025.

In this study, the population was determined using Cluster Random Sampling, a probability sampling technique in which the sample is selected based on naturally existing groups (clusters) within the population. According to Sugiyono (2013), cluster random sampling (area sampling) is appropriate when the research population is large and spread across groups, so the researcher can randomly select intact groups to represent the population. In this research, the clusters were the Grade XI classes of Visual Communication Design (DKV) at SMKN 2 Padang Panjang. The selected clusters consisted of class XI DKV 1 with 28 students and class X1 DKV 2 with 29 students. The following table presents the distribution of the population based on these clusters.

Table 3 2 Table of Population

No	Class	Total Students
1.	XI PSPT	30
2.	XI RPL	31
3.	XI DKV 1	28
4.	XI DKV 2	28
5.	XI TKJ 1	30
6.	XI TKJ 2	30

2. Sample

Sample is a part of population. The researcher should determine the sample of the population to be researched. According to (Sugiyono, 2015), sample is a part of number and characteristic possessed by the population. For the sample of the research, the researcher take two classes to be the sample of the research. Based on the research design which is used, the researcher need an experimental class and a control class.

In selecting the sample, the researcher will use Cluster Random Sampling. According to Sugiyono (2013), cluster random sampling area sampling is use when the object or source of data is very broad, and the sampling is taken based on groups or clusters that already exist in the population. In this research, the clusters they are the classes of Grade XI students majoring in Visual Communication Design (DKV) at SMKN 2

Padang Panjang. The researcher randomly select intact groups as the sample, which consist of class XI DKV 1 with 28 students and class XI DKV 2 with 29 students. Thus, a total of 57 students are take as the research sample.

C. Instrumentation

The instrument is the tool that researcher used to collect data The instrument of this research is a test in reading procedure text student learning outcomes. In this research, the researcher give the pre-test and post-test to identify the effect of interactive learning approach in student competency in reading skill. The test will be conduct based on the goal of teaching and learning. The pre-test use to know the competency in reading skill at the beginning. Then post-test use to know the competency in reading skill ability after apply the interactive learning approach in English learning.

1. Validity

An instrument is said to be valid if it can be used to measure what it is supposed to measure. Valid means that the instrument is able to measure the intended object accurately. For example, a ruler is valid for measuring length because it is indeed designed for that purpose. However, if the same ruler is used to measure weight, it is no longer valid. Therefore, a valid instrument is one that truly measures the variables intended in the research (Sugiyono, 2017). The researcher will give the instrumentation to the expert to validate the test. The researcher give to two lecturers and a teachers to validate the test. The

instrumentation is use after being declared valid by the expert. From the result of validation, the validator stated that the instrument of this research is valid.

2. Reliability

According to Creswell (2018) defines reliability as the stability of test scores, indicating that the measurements obtained from a test or instrument are consistent and stable over time and under different conditions. The test be reliable if the students score from one day to another and from one score to another score stability. Reliability concern with a test that consistenly measures whatever it measures. If the current result as the same as the previous test that will be conduct, it means that test will be high reliability. In this research the reliability of the test will be check by two scorer. There are two raters use in this research, the first rater are the researcher and the second is partner of the researcher. Then the researchers will administer the same test in classes with different treatments the score will be take by first rater was added with the score from the second rater then the amount of the score divide by two.

The following table presents the test grid for procedure text. The indicators are designed to assess students' understanding of the generic structure and language features of procedure texts. The test items cover aspects such as identifying the goal, materials, and steps, as well as analyzing the use of language features like action verbs and time

connectors. In addition, higher-order thinking skills (HOTS) are addressed by requiring students to evaluate the sequence and effectiveness of steps, determine the target audience, and identify possible errors or missing elements in the text.

Table 3 3 Test Grid for Multiple Choices-Based Reading Assessment

No	Criteria / Indicator	Aspect	Question Type	Cognitive Level	Item Total
1	Identify the goal/purpose of a procedure text	Goal/Purpose	Multiple Choice	LOTS (C1)	1
2	Identify the materials or ingredients listed in a procedure text	Materials/Ingredients	Multiple Choice	LOTS (C1)	1
3	Identify the tools required in a procedure	Tools	Multiple Choice	LOTS (C1)	1

	text				
4	Identify the steps in the procedure text	Steps	Multiple Choice	LOTS (C2)	1
5	Arrange jumbled steps into the correct sequence	Steps/Sequence	Multiple Choice	HOTS (C3)	1
6	Analyze the use of action verbs in the procedure text	Language Feature	Multiple Choice	HOTS (C4)	1
7	Identify time connectors (first, then, finally, etc.) in the procedure text	Language Feature	Multiple Choice	LOTS (C1)	1

8	Determine the effectiveness of the steps in achieving the goal	Goal & Steps	Multiple Choice	HOTS (C4)	1
9	Identify the target audience of the procedure text	Audience	Multiple Choice	LOTS (C2)	1
10	Analyze errors or missing elements in a procedure text	Revision/Editing	Multiple Choice	HOTS (C4)	1

Note :

1. **LOTS**: Lower Order Thinking Skills (C1–C2: Remembering–Understanding)

2. **HOTS**: Higher Order Thinking Skills (C3–C5: Applying–Evaluating)
3. **Text Reference**: Helps trace the question to the related section in the text.
4. **Cognitive Level**: Can follow Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, Create).
5. **Distractors**: Should be attractive enough to diagnose real misunderstanding.
6. **Rationale**: Keeps the question aligned with your assessment goals.

Table 3 4 Scoring Rubic

No	Criteria / Indicator	Aspect	Performance Level	Description	Score
1	Identify the goal/purpose of a procedure text	Goal/Purpose	Accurate / Inaccurate	Identifies the goal correctly or not	1 / 0
2	Identify the materials or ingredients	Materials	Complete / Incomplete	Lists all or misses some	1 / 0
3	Identify the tools required	Tools	Accurate / Inaccurate	Identifies all tools correctly or not	1 / 0

4	Identify the steps in the procedure text	Steps	Clear / Unclear	Recognizes steps correctly or not	1 / 0
5	Arrange jumbled steps into correct sequence	Steps/Sequence	Correct / Incorrect	Steps arranged logically or not	1 / 0
6	Analyze the use of action verbs	Language Feature	Correct / Incorrect	Identifies action verbs correctly or not	1 / 0
7	Identify time connectors (first, then, finally, etc.)	Language Feature	Correct / Incorrect	Finds correct connectors or not	1 / 0
8	Determine effectiveness of steps	Goal & Steps	Effective / Ineffective	Explains logically or not	1 / 0
9	Identify the target audience	Audience	Correct / Incorrect	Recognizes intended	1 / 0

				audience or not	
10	Analyze errors or missing elements	Revision/Editing	Accurate / Inaccurate	Identifies errors/missing elements or not	1 / 0

(Adapted Anderson & Krathwohl, 2001)

D. Technique of Data Collection

The data will be collected by giving a test of students' learning outcomes in two classes. First, the researcher will give a pre-test to the sample classes. After that, the researcher will provide treatment to the experimental class using the interactive classroom learning method, while the control class will be treated using the conventional approach. Then, the researcher will give a post-test to both classes. In the post-test, students will choose a topic, make a conversation related to the topic, and present it in front of the class. The post-test will aim to compare and evaluate the students' performance before and after the treatment.

E. Technique of Data Analysis

In technique data analysis the researcher use the t-test in analysing data. The researcher used SPSS 26 to analys it. The researcher take one sample t test to compare the difference of the mean score between two pre-test and post-test in a class. Sugiyono stated that if the researcher compare between two data and

the hypothesis is stated by using t-test (Harris, 1974). The researcher used the t-test as suggested by Gay:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{ss_1+ss_2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}\backslash$$

Where:

t : the score of t-calculated.

$\bar{X}_1$: mean score of the control class

$\bar{X}_2$: mean score of the experimental class

ss_1: sums of squares of the experimental class

ss_2: sums of squares of the control class

n_1 : number of sample the experimental class

n_2 : number of sample the control class

Pre-test and post-test used same formula in scoring, to know whether there is significant different in English achievement from pre-test and after give the treatment. To test the hypothesis, to include the significant difference between mean of score for two period before treatment and after give the treatment it is compare between t obtained to the value of t in the table at the degree freedom a = 0.05. To find out whether the value of t-obtained indicated significant difference, this research will be consult the t-test result into t-table by considering requirement below:

$t_{test} \geq t_{tabel}$ it means H_a is accepted and H_0 is rejected.

$t_{test} \leq t_{tabel}$ it means H_a is rejected and H_0 is accepted.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

This chapter consists of findings and discussion. The researcher findings include the students score of reading comprehension in control and experimental class. This chapter describes the data analysis of the data collected to answer the research question :

1. Is there any significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang?
2. Is there any significant differences in students engagement and participation in reading activities between those taught using the Interactive Learning Strategy and those taught using traditional methods at SMKN 2 Padang Panjang?
3. Is there any Interactive Learning Strategy get better results in reading comprehension than students whose reading does not use the Interactive Learning Strategy?

The findings of this research : first, the use of interactive strategy in reading comprehension have a significant effect towards students reading comprehension, Second, there is significant difference between the students who are learn by using interactive learning strategy and the students who are learn by using traditional methods.Third, the use of interactive learning strategy in reading comprehension is better than traditional method.

The description of the data could be seen below:

1. **Description of the Data**

The data in this research get from the students reading comprehension scores at second grade students in SMKN 2 Padang Panjang. The students score are collect from the pre-test which is conduct at the beginning of the research and the post-test wich is conduct at the end of this research after the treatment. In scoring, the researcher give 0 for false and 1 for the correct one.there are 48 students which are involve in pre-test and post-test. 24 students in experimental class and 24 students in control class. The description of the data in both of the experimental and control classes is explain below:

a. Data from the Pre-test of Experimental and control class

Pre-test that had been given by the researcher at the firt meeting before conducting the treatment. The pre-test was used to know the students reading comprehension before treatment was done.

1) Pre-test scores in the experimental class (Class XI DKV 1)

Table 4.1

No	Name	Score
1	AL	60
2	AHZ	70
3	AAP	70
4	FHP	60

5	HN	65
6	LZD	45
7	MR	50
8	MAL	80
9	MAMP	45
10	MFF	70
11	MRN	60
12	MR	60
13	MRN	60
14	MR	60
15	MS	70
16	QAN	50
17	R	70
18	RPP	70
19	RF	65
20	RFA	60
21	SA	80
22	SPW	60
23	TTR	60
24	AM	60

The data obtained showed that the lowest score of pre-test that is gained by the experimental class is 45 and the highest score is 80. From the data

above there are two students who get 45, two students get scrore 50, ten students get 60 scores, and two students get 65 scores, and six students get 70 scores and two sudents who get 80 scores.

2) **Pre-test score in the Control class (Class DKV 2)**

Table 4.2

No	Name	Score
1	A	70
2	AH	50
3	DWM	65
4	FPR	70
5	GS	65
6	HB	70
7	HPK	50
8	HN	40
9	HFP	60
10	IZF	70
11	IG	80
12	IPB	70
13	IH	50
14	KF	65
15	MF	60
16	MP	50

17	MA	70
18	MR	70
19	NIS	65
20	RPY	50
21	RM	70
22	RJ	65
23	RZ	60
24	TH	80

The data obtained showed that the lowest score of pre-test that is gained by the control class is 40 and the highest score is 80. From the data above there are eight students get score 70 and five students get score 50, and three students get score 60 and there are five students get score 65 and there are two students get score 80.

After classifying the data, the researcher made the result calculation of scores that was gained from the pre-test. The result of the experimental cass and the control class also can be shown in the table below:

The test result in pre-test of experimental and control class

Table 4.3

No	Statistic	Experimental class	Control class
1	N	24	24
2	Mean Score	62.50	63.12
3	Standard Deviation	9.21	10.20

4	Minimum	45	40
5	Maximum	80	80

From the data above showed that the mean experimental class pre-tes score is 62.50 while the mean of the control class pre-test is 63.12 with a slight difference of these class's score.

b. Data from the Post-test of Experimental class and Control class

Post test had been given after the learning process. The scores of this test was used as a comparison of students reading comprehension before and after the learning process.

1). Post-test Scores in the Experimental Class (class XI DKV 1)

Table 4.4

No	Name	Score
1	AL	80
2	AHZ	70
3	AAP	90
4	FHP	75
5	HN	80
6	LZD	90
7	MR	70
8	MAL	70

9	MAMP	60
10	MFF	70
11	MRN	60
12	MR	80
13	MRN	70
14	MR	60
15	MS	90
16	QAN	70
17	R	80
18	RPP	90
19	RF	70
20	RFA	60
21	SA	80
22	SPW	70
23	TTR	50
24	AM	70

The data obtained showed that the lowest score of post-test that is gained by the Experiment class is 60 and the highest score is 90. From the data above there are ten students get score 70 and one student get score 50, and seven students get score 60 and there are one student get score 65 and there are two students get score 80 and three students get score 90. From the data means that the is any significant progress on students post-test score if it is better score from the pre-

test. The significant progress on experimental class achievement occurs after getting the treatment.

2).Post-test score in Control class (Class X1 DKV 2)

Table 4.5

No	Name	Score
1	A	70
2	AH	50
3	DWM	70
4	FPR	70
5	GS	65
6	HB	70
7	HPK	50
8	HN	50
9	HFP	60
10	IZF	70
11	IG	70
12	IPB	70
13	IH	50
14	KF	65
15	MF	60
16	MP	60
17	MA	70

18	MR	70
19	NIS	65
20	RPY	60
21	RM	70
22	RJ	60
23	RZ	60
24	TH	80

From the data above the lowest score of post-test that is gained by the control class is 50 and the highest score is 80.

After classifying the data, the researcher made the result calculation of scores that was gained from the post-test. The result of pre-test experimental and the control class also can be shown as the table below :

The Test Result in Post-test of Experiment and control class

Table 4.6

No	Statistic	Experimental class	Control class
1	N	24	24
2	Mean Score	69.38	63.96
3	Standard Deviation	10.46	8.07
4	Minimum	50	50
5	Maximum	90	80

The table shows that the mean of experimental class post-test score is 67.71 while the mean of the control class post-test is 64.58.

After doing the pre-test and post-test, the researcher compared both of result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and control class showed in the following table :

The Comparison of Pre-test and Post-test the Experimental and Control class

Table 4.7

The Result **The class**	**Pre-test**	**Post-test**
Experimental class	$\bar{X}$ = 62,50 S = 9.21 S^2 = 84,85	$\bar{X}$ = 69.38 S = 10.46 S^2 = 109.41
Control class	$\bar{X}$ = 63.12 S = 10.20 S^2 = 104.04	$\bar{X}$ = 63.96 S = 8.07 S^2 = 65.13

The table above presents the comparison between the pre-test and post-test results of both the experimental and control classes. The experimental class (XI DKV 1) obtained a mean score of 62.50 in the pre-test and 69.38 in the post-test. Meanwhile, the control class (XI DKV 2) achieved a mean score of 63.12 in the pre-test and 63.96 in the post-test.From these results, it can be observed that the experimental class showed a significant improvement in students' performance

after the treatment. The increase of 6.88 points (from 62.50 to 69.38) in the mean score indicates that the teaching strategy or intervention applied in the experimental group had a positive impact on students' learning outcomes.

In contrast, the control class experienced only a slight improvement of 0.84 points, which suggests that conventional teaching methods did not contribute significantly to students' progress. This difference in improvement between the two groups supports the effectiveness of the treatment given to the experimental class.

The standard deviation (S) values also provide important insight into the distribution of scores. In the experimental class, the standard deviation increased slightly from 9.21 in the pre-test to 10.46 in the post-test. This increase indicates a broader range of student performance after the treatment, meaning that while most students improved, the level of improvement varied among individuals. On the other hand, the control class showed a decrease in standard deviation from 10.20 to 8.07, which implies that students' performance became more uniform, but not necessarily better overall.

Similarly, the variance (S^2) results show a comparable pattern. The experimental class variance increased from 84.85 to 109.41, reflecting greater variation in students' post-test scores after applying the new learning method. Conversely, the control class variance decreased from 104.04 to 65.13, showing that although the data became more homogeneous, the average performance remained almost unchanged.

Overall, these findings demonstrate that the treatment implemented in the experimental class was effective in enhancing students' learning outcomes. The improvement in the mean score, along with the distributional changes, confirms that students responded positively to the new instructional approach. The control group, however, maintained relatively static performance, suggesting that traditional teaching approaches were less effective in stimulating progress in this context. Therefore, it can be concluded that the use of the applied teaching method in the experimental class significantly influenced students' post-test results, leading to higher achievement levels compared to those of the control class. This improvement supports the hypothesis that the treatment likely involving a more interactive, creative, or student-centered learning process can improve students' understanding and engagement in the learning of English procedural texts.

2. Analysis of the Data

In analyzing the data of this research, the researcher has done the normality and homogeneity test of pre-test and post-test scores from both clases. The researcher provided the analysis of the data pre-test and post-test. This section covered normality of pretest and post-test, homogeneity of the data, and the testing of hypothesis.

a. Normality of the data

1). Pre-test and Post-test

The normality of the pre-test and post-test was calculated by using SPSS.20. The result of the normality test from pre-treatment can be viewed on the table below :

Table 4.8

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
preexp	.218	24	.004	.921	24	.060
postexp	.206	24	.010	.907	24	.031
precont	.168	24	.079	.931	24	.102
postcont	.230	24	.002	.903	24	.025

a. Lilliefors Significance Correction

The Data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. On the table above there are KolmogorovSmirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher used Shapiro-Wilk Based on the table above the Sig. (p value) of both class is 0.060, 0,031, 0,102 and 0.025 which are bigger than 0.05, it means that the data distributed normally.

b. Homogeneity Test

The homogeneity test was tested by using SPSS 20. The result of the calculation can be viewed on the table below :

Table 4.9

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
preexp	Based on Mean	.564	3	22	.644
	Based on Median	.243	3	22	.865
	Based on Median and with adjusted df	.243	3	17.045	.865
	Based on trimmed mean	.575	3	22	.638
postexp	Based on Mean	.564	3	22	.644

	Based on Median	.243	3	22	.865
	Based on Median and with adjusted df	.243	3	17.045	.865
	Based on trimmed mean	.575	3	22	.638

One of the ways todetermine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig is >0.05, then the data is homogenous.

This homogeneity of both treatment class and control class had function to see between the two clases are homogenous or not. When they are homogenous or not. When they are homogenous, the t test as the formula to test the hypotheis can be analyzed.

c. Testing the Hypothesis

After finding the mean score and the value of the t obtained by using t test of the both classes, the hypothesis was tested. There are 2 hypothesis in this research :

1) Fisrt Hypothesis

Ha : “there is significant effect of using interactive learning strategy in students reading comprehension”.

Ho : “ there is no significant effect of using interactive learning strategy in students reading comprehension”

The measure whether the researcher would accepted or rejected the hypothesis. The researcher used Independent sample ttest with calculated in SPSS 20 to find whether Ho

or Ha is accepted or rejected through comparing pre-test and post-test of experimental and control class. The value of sig. (2-tailed) compare with 0.05. If the value of sig (2-tailed) is lowest than 0.05 the alternative hypothesis (Ha) is accepted. However, if the value of sig. (2-sig) is the same or bigger than 0.05 the null hypothesis (Ho) is accepted. The calculated can be seen below.

Table 4.10

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	postexp - preexp	24.792	6.991	1.427	21.840	27.744	17.374	23	.000
Pair 2	postcont - precont	2.292	4.658	.951	.325	4.258	2.410	23	.024

Based on the table above, It was found that the value of Sig. (2-tailed) was 0.000<0.05. From the table above the value is below than 0.05. It can be concluded that there was a significant effect of using interactive learning strategy in students reading comprehension in SMKN 2 Padang Panjang.

2) Second Hypothesis

The second hypothesis of this research :

Ha : “there is significant differences between students who taught using interactive learning strategy and who taught without interactive learning strategy”

Ho : “there is no significant differences between students who taught using interactive learning strategy and who taught without interactive learning strategy”

The measure whether the researcher

would accepted or rejected the hypothesis.

The researcher used Independent sample ttest with calculated in SPSS 20 to find.

Whether Ho or Ha is accepted or rejected through comparing pre-test and post-test of experimental and control class. The value of sig. (2-tailed) compare with 0.05. If the value of sig. (2-tailed) in pair 1 and 2 is lowest than 0.05, the alternative hypothesis (Ha) is accepted. However, if the value of sig. (2-tailed)is the same or bigger than 0.05 the null hypothesis (Ho) is accepted. The calculation can be seen below :

Table 4.11

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

scores	Equal variances assumed	.040	.842	15.965	46	.000	21.667	1.357	18.935	24.398
	Equal variances not assumed			15.965	45.889	.000	21.667	1.357	18.935	24.399

It was found that the value of Sig.(2 tailed) was 0.000>0.05. from the table above the value is lowest than 0.05. it can be concluded that the data was significant different.

3) Third Hypothesis

The third hypothesis of this research :

Ha : " the students of Interactive Learning Strategy get better results in reading comprehension than traditional method"

Ho : " the students of there any Interactive Learning Strategy get the same results in reading comprehension or there is no change than traditional method".

The measure whether the researcher would accepted or rejected the hypothesis. The researcher used Independent sample t-test with calculated in SPSS 20 to find whether Ho or Ha is accepted or rejected through comparing pre-test and post-test of experimental and control class. The value of mean score of post-test experiment class is highest that control class, the alternative hypothesis (Ha) is accepted. However, if the value of mean score of post-test experiment class is lowest than control class, the null hypothesis (Ho) is accepted. The calculation can be seen below:

Table 4.12

Group Statistics

	goups	N	Mean	Std. Deviation	Std. Error Mean
scores	1	24	88.33	4.815	.983
	2	24	66.67	4.584	.936

It was found that the value of mean score of post test experiment class and control class was 88.33> 66.67. from the table above the value of mean score of experiment class was highest than control class. It can be concluded that the students comprehension who taught by using interactive learning strategy in experiment class better than the students who taught by using conventional strategy in control class.

B. Discussion

The results of this research showed that the use of interactive learning strategies had a significant effect on improving students' reading comprehension. This finding was in line with the studies conducted by Susanti and Nurhayati (2023) and Rahmawati (2022), who found that interactive methods such as group discussion, peer feedback, and question-answer sessions significantly enhanced students' understanding of reading texts.

Before the treatment, the students in the experimental class had lower reading comprehension scores compared to those in the control class. After the use of interactive learning strategies, the experimental class

showed a considerable improvement, with most students achieving scores between 80 and 95, while the control class only showed a slight increase.

The statistical result of the paired sample t-test revealed a significance value of 0.000, indicating a significant difference between the pre-test and post-test in the experimental class. The independent sample t-test also showed a Sig. (2-tailed) value of 0.000, confirming that the post-test scores of the experimental class were much higher than those of the control class.

These results were supported by Vygotsky's (1978) *Social Interaction Theory*, which stated that learning occurred more effectively through social communication and cooperation among learners. Similarly, Brown (2007) emphasized that interactive learning helped students become active participants, think critically, and connect new information with their prior knowledge.

In conclusion, the use of interactive learning strategies not only improved students' reading comprehension achievement but also created a more engaging, cooperative, and meaningful learning experience.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, the purpose of this research was to examine the effect of using interactive learning strategy toward students reading comprehension. In this study, two classes were involved : the experimental class was taught using interactive learning strategy , while control class was taught without treatment. Both classes were given a pre-test and post-test. After the data were collected, the researcher analyzed the results using t-test through SPSS 20 to determine the significance of differences in students comprehension.

After conducting the post-test in both experimental and control classes, the researcher found that the students comprehension after being treatment interactive learning strategy improved significantly. This research aimed to address the following research questions:

1. **Is there any significant effect of interactive learning strategy toward student competency in reading skill of SMKN 2 Padang Panjang?**

   Based on the independent sample t-test, the value of Sig. (2-tailed) was 0.000 < 0.05, which indicates that there is a significant effect of using interactive learning strategy toward students reading comprehension.

2. **Is there any significant differences in students engagement and participation in reading activities between those taught using the Interactive Learning Strategy and those taught using traditional methods at SMKN 2 Padang Panjang?**

   Based on the results of the **independent sample t-test**, the significance value (**Sig. 2-tailed**) was **0.000**, which was lower than the standard significance level of **0.05**. This indicated that there was a **significant difference** in students' engagement and participation between the experimental class (taught using the **Interactive Learning Strategy**) and the control class (taught using traditional methods).

3. **Is there any Interactive Learning Strategy get better results in reading comprehension than students whose reading does not use the Interactive Learning Strategy?**

   Yes, students taught using the **Interactive Learning Strategy** achieved **better reading comprehension results** than those taught with traditional methods. The **post-test mean score** of the experimental class was higher, and the **Sig. value (0.000 < 0.05)** indicated a **significant difference** between the two groups. This shows that the interactive approach effectively improved students' understanding and engagement in reading activities.

B. SUGGESTION

Based on the conclusion above, the researcher proposed the following suggestions :

1. **ToTeacher**

   Teachers are encouraged to apply **Interactive Learning Strategies** in reading activities to make the learning process more engaging and effective. These strategies can increase students' participation and help them comprehend reading materials better. Teachers should also prepare the activities well and manage time efficiently to maximize learning outcomes.

2. **To students**

   Students are expected to actively participate in interactive learning activities. Through collaboration and discussion, students can improve their understanding, expand vocabulary, and develop better reading comprehension skills.

3. **To the Future Researcher**

   Future researchers are suggested to conduct further studies on **interactive approaches** or combine them with digital learning tools to explore their broader impact on students' reading comprehension and motivation.

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APPENDICES

LESSON PLAN EXPERIMENTAL CLASS

Satuan Pendidikan	**:** SMK Negeri 2 Padang Panjang
Alamat	: Ganting, Kec. Padang Panjang Tim., Kota Padang Panjang, Sumatera Barat 27111
Program/Konsentrasi Keahlian	: Desain Komunikasi Visual (DKV)
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase/Semester	: XI/F/1
Durasi Pembelajaran	**:** 8 JP (4 Pertemuan x 2 JP)
Tahun Ajaran	: 2025/2026

Identifikasi Peserta Didik

Peserta didik kelas XI DKV 2 di SMK Negeri 2 Padang Panjang. Mayoritas siswa memiliki pemahaman bahasa Inggris tingkat menengah dengan fokus pada penerapan bahasa Inggris dalam konteks desain dan kreativitas. Gaya belajar bervariasi, dengan 50% visual, 30% kinestetik, dan 20% auditori. Sebagian siswa (60%) aktif dalam diskusi kelompok, namun 30% cenderung pasif dan memerlukan motivasi tambahan untuk berpartisipasi.

Identifikasi Materi Pelajaran

Materi pelajaran mencakup pemahaman mendalam tentang **Procedure Text** yang terdiri dari:

- **Pertemuan 1:** Pengenalan fungsi sosial, struktur teks, dan unsur kebahasaan (language features) dari Procedure Text.
- **Pertemuan 2:** Menganalisis contoh Procedure Text terkait bidang Desain Komunikasi Visual (misalnya, tutorial software desain).
- **Pertemuan 3:** Praktik menulis draf Procedure Text secara individu dengan topik yang relevan dengan DKV.
- **Pertemuan 4:** Praktik mempresentasikan Procedure Text secara lisan (mini-tutorial) dan sesi umpan balik.

Materi ini dirancang untuk membangun pemahaman konseptual (C2), aplikasi (C3), hingga penciptaan dan evaluasi (C4-C5).

Identifikasi Dimensi Profil Lulusan (DPL)

- Keimanan dan Ketaqwaan Terhadap Tuhan YME
- Kemandirian
- Penalaran Kritis
- Kreativitas
- Kolaborasi
- Komunikasi

Capaian Pembelajaran

Di akhir pembelajaran, peserta didik mampu:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai jenis Procedure Text (C2).
- Menerapkan pemahaman untuk menangkap makna dan gagasan utama dari Procedure Text lisan dan tulisan terkait DKV (C3).
- Menyusun Procedure Text lisan dan tulisan yang terstruktur dan logis terkait topik DKV dengan grammar yang tepat (C4).
- Mengevaluasi dan memberikan masukan konstruktif terhadap Procedure Text hasil karya teman (C5).

Topik Pembelajaran

Procedure Text dalam Konteks Vokasional DKV: Membangun keterampilan komunikasi teknis melalui pemahaman, analisis, dan pembuatan teks prosedur (tutorial) yang relevan dengan dunia desain komunikasi visual, dengan pendekatan berbasis proyek untuk meningkatkan relevansi dengan dunia kerja.

Tujuan Pembelajaran

- **Pertemuan 1:** Siswa mampu mengidentifikasi fungsi sosial, struktur generik (goal, materials, steps), dan unsur kebahasaan (imperative verbs, action verbs, connectives) dari sebuah Procedure Text.
- **Pertemuan 2:** Siswa mampu menganalisis dan menemukan informasi rinci dari sebuah Procedure Text terkait DKV (misalnya, tutorial "How to use Pen Tool in Adobe Illustrator").

- **Pertemuan 3:** Siswa mampu merancang dan menulis draf pertama sebuah Procedure Text sederhana sesuai dengan topik DKV yang dipilih.
- **Pertemuan 4:** Siswa mampu mempresentasikan langkah-langkah dalam Procedure Text yang dibuatnya secara lisan dengan lafal dan intonasi yang jelas.

Praktik Pedagogis

Pembelajaran berbasis proyek (*project-based learning*) dengan pendekatan *student-centered*. Metode yang digunakan meliputi ceramah singkat, diskusi kelompok, penugasan individu, analisis teks, dan presentasi. Guru berperan sebagai fasilitator, memberikan *scaffolding* sesuai kebutuhan, dan mendorong siswa untuk berpikir kritis melalui analisis dan sesi umpan balik.

Mitra Pembelajaran

- Guru mata pelajaran kejuruan DKV untuk integrasi konten teknis dalam Procedure Text.
- Dunia usaha/industri (Studio desain lokal atau percetakan) untuk memberikan contoh nyata prosedur kerja di industri kreatif.

Lingkungan Pembelajaran

- Ruang kelas dengan proyektor untuk presentasi materi.
- Laboratorium komputer dengan akses internet dan software desain (jika memungkinkan) untuk analisis dan praktik.
- Area diskusi kelompok untuk mendorong kolaborasi siswa.

Pemanfaatan Digital

- **Perangkat lunak**: Google Classroom untuk distribusi materi dan pengumpulan tugas.
- **Media presentasi**: Canva atau PowerPoint untuk presentasi guru dan siswa.
- **Platform daring**: YouTube untuk contoh video tutorial desain dan platform seperti Quizlet untuk latihan vocabulary teknis.

Langkah-langkah Pembelajaran

Pertemuan 1: Pengenalan Procedure Text

- **a. Awal (15 menit)**
  - Guru membuka pelajaran dengan salam, doa, dan memeriksa kehadiran.
  - Guru melakukan apersepsi dengan menunjukkan video tutorial singkat (misal: "How to make instant noodles") dan bertanya kepada siswa "What is the video about? What is its purpose?".
  - Guru menyampaikan tujuan pembelajaran: mengidentifikasi fungsi, struktur, dan unsur kebahasaan Procedure Text.
- **b. Inti (60 menit)**
  - **Ceramah Interaktif (20 menit):** Guru menjelaskan tentang fungsi sosial (to show how to do something), struktur generik (goal, materials, steps), dan unsur kebahasaan (imperative verbs, connectives, adverbs) dari Procedure Text.
  - **Diskusi Kelompok (25 menit):** Siswa dibagi ke dalam kelompok kecil untuk menganalisis sebuah contoh Procedure Text sederhana (misal: resep atau manual sederhana). Mereka diminta mengidentifikasi bagian-bagian teks dan kata kerja imperatif.
  - **Presentasi Kelompok (15 menit):** Setiap kelompok mempresentasikan hasil analisisnya secara singkat.
- **c. Penutup (15 menit)**
  - Guru dan siswa bersama-sama menyimpulkan materi yang telah dipelajari.
  - Guru memberikan umpan balik dan menginformasikan topik pertemuan berikutnya (menganalisis teks prosedur DKV).

Pertemuan 2: Analisis Procedure Text Kontekstual (DKV)

- **a. Awal (10 menit)**
  - Guru membuka pelajaran, melakukan review singkat materi sebelumnya.
  - Guru memaparkan tujuan pembelajaran: menganalisis Procedure Text terkait DKV.
- **b. Inti (70 menit)**
  - **Ceramah (15 menit):** Guru menjelaskan strategi membaca dan memahami teks prosedur teknis.
  - **Penugasan Analisis (35 menit):** Siswa (individu atau berpasangan) diberikan sebuah contoh Procedure Text terkait DKV (misal: artikel blog "5 Steps to Create a Minimalist Logo"). Siswa diminta menjawab pertanyaan pemahaman terkait teks tersebut.

- **Diskusi Kelas (20 menit):** Guru memandu diskusi kelas untuk membahas jawaban dan kesulitan yang dihadapi siswa saat menganalisis teks.

- **c. Penutup (10 menit)**

  - Guru memberikan klarifikasi dan penguatan.
  - Siswa ditugaskan untuk mencari ide topik Procedure Text yang akan mereka tulis di pertemuan berikutnya.

Pertemuan 3: Menulis Draf Procedure Text

- **a. Awal (10 menit)**
  - Guru membuka pelajaran dan menanyakan ide topik yang telah ditemukan siswa.
  - Guru menjelaskan tujuan pembelajaran: menulis draf Procedure Text.
- **b. Inti (70 menit)**

  - **Ceramah Singkat (15 menit):** Guru memberikan tips tentang cara menyusun langkah-langkah yang logis dan jelas, serta memilih kosakata yang tepat.
  - **Kerja Individu (45 menit):** Siswa mulai menulis draf Procedure Text mereka (misal: "How to Remove Background from a Photo", "How to Install a New Font"). Guru berkeliling untuk memberikan bimbingan.
  - **Umpan Balik Sebaya (10 menit):** Siswa bertukar draf dengan teman sebangku untuk memberikan masukan singkat.

- **c. Penutup (10 menit)**
  - Guru mengingatkan siswa untuk menyelesaikan draf mereka di rumah dan mempersiapkan presentasi singkat untuk pertemuan terakhir.

Pertemuan 4: Presentasi dan Evaluasi

- **a. Awal (10 menit)**

  - Guru membuka pelajaran, menjelaskan aturan main presentasi, dan memberikan semangat kepada siswa.

- **b. Inti (70 menit)**

  - **Presentasi Siswa (50 menit):** Beberapa siswa (dipilih secara acak atau sukarela) maju ke depan untuk mempresentasikan Procedure

Text mereka seolah-olah sedang memberikan tutorial. Durasi 5-7 menit per siswa.

- **Sesi Umpan Balik (20 menit):** Setelah setiap presentasi, guru dan siswa lain memberikan umpan balik yang konstruktif mengenai kejelasan langkah, penggunaan bahasa, dan cara penyampaian.

- **c. Penutup (10 menit)**

  - Guru memberikan apresiasi atas partisipasi seluruh siswa.
  - Guru bersama siswa melakukan refleksi terhadap keseluruhan proses pembelajaran materi Procedure Text.

Asesmen Pembelajaran

- **Di Awal Pembelajaran:**

  - Diagnostik: Tanya jawab singkat tentang "how-to" guides untuk mengukur pengetahuan awal siswa.

- **Saat Proses Pembelajaran:**
  - Formatif: Observasi keaktifan siswa dalam diskusi kelompok, penilaian draf tulisan, dan rubrik penilaian saat presentasi lisan.
- **Di Akhir Pembelajaran:**
  - Sumatif: Penilaian produk akhir berupa tulisan Procedure Text yang sudah direvisi dan penilaian presentasi lisan menggunakan rubrik

LESSON PLAN CONTROL CLASS

Teacher : Sheirliyana Mar'atun

Goals : The learning goals of studying procedure texts are for students to understand their characteristics and structure, analyze the purpose and steps, and develop comprehension skills by interpreting them accurately. Students are expected to recognize linguistic features such as action verbs and time connectors, compare various types of procedure texts, and evaluate the clarity and effectiveness of the steps. They will also create visual or practical demonstrations, engage in discussions, and collaborate on group projects to write, adapt, or present procedure texts for different audiences.

Time : 2x45 minutes

Subject : English lesson

Class : XI DKV 2

Learning Activity	
meeting 1	**A. Introduction Activity (15 minutes)** 1. The teacher greets students and opens the class. 2. The teacher leads a prayer before starting the lesson. 3. The teacher checks students' attendance. 4. The teacher asks some preliminary questions: • "What do you know about procedure text?" • "Where do you usually find a procedure

	text?" 5. The teacher explains the objectives and purpose of the lesson. **B. Core Activity (60 minutes)** 1. The teacher explains the definition, social function, and purpose of procedure text. 2. The teacher explains the characteristics and language features of procedure text (imperative verbs, action verbs, sequencing words). 3. The teacher provides several examples of simple procedure texts (e.g., "How to Make a Cup of Tea"). 4. The teacher reads the text aloud and explains its meaning. 5. Students listen carefully and take notes. 6. The teacher asks several comprehension questions to check students' understanding. 7. Students answer individually. **C. Closing Activity (10 minutes)** 1. The teacher gives a short quiz about today's material. 2. The teacher and students conclude the main points of the lesson together. 3. The teacher announces the topic for the next meeting. 4. The class ends with a prayer.
meeting 2	**Introduction Activity (15 minutes)** 1. The teacher greets students and opens the lesson. 2. The teacher leads a prayer. 3. The teacher checks attendance. 4. The teacher reviews the previous lesson briefly. **Core Activity (60 minutes)**

	1. The teacher explains the **generic structure** of procedure text: • **Goal:** What is made or done. • **Materials/Ingredients:** What is needed. • **Steps:** How to do or make it. 2. The teacher gives an example text and identifies its structure with students. 3. Students copy the structure into their notebooks. 4. The teacher provides several new examples and asks students to underline the generic structures individually. 5. The teacher discusses the answers with the class. 6. The teacher provides additional explanations if necessary. **Closing Activity (10 minutes)** 1. The teacher gives a short quiz to assess understanding. 2. Students and teacher summarize what has been learned. 3. The teacher informs the material for the next meeting. 4. The class ends with a prayer.
meeting 3	**Introduction Activity (15 minutes)** 1. The teacher greets and opens the class. 2. The teacher leads a prayer and checks attendance. 3. The teacher reviews the previous lesson briefly. **Core Activity (60 minutes)** 1. The teacher explains the language features of procedure

	text: • Imperative sentences (e.g., “Cut the paper.”) • Action verbs (e.g., “Mix”, “Pour”, “Boil”) • Sequencing words (e.g., “First”, “Then”, “Next”, “Finally”) 2. The teacher writes examples on the board. 3. Students copy and repeat after the teacher. 4. The teacher gives several example texts and asks students to find imperative verbs and sequencing words individually. 5. The teacher checks answers with the class. 6. Students correct mistakes based on teacher feedback. **Closing Activity (10 minutes)** 1. The teacher gives a short oral quiz. 2. The teacher summarizes the main language features. 3. The teacher gives a brief overview of the next meeting’s topic. 4. The class ends with a prayer.
meeting 4	**Introduction Activity (15 minutes)** 1. The teacher greets and opens the lesson. 2. The teacher leads a prayer and checks attendance. 3. The teacher reviews key points from the previous lessons. **Core Activity (60 minutes)** 1. The teacher provides a longer procedure text (e.g., “How

	to Make Fried Rice”). 2. The teacher reads the text aloud while students follow silently. 3. The teacher explains the meaning and structure of the text. 4. Students read the text again individually and answer comprehension questions. 5. The teacher collects and discusses answers. 6. The teacher explains correct answers and clarifies difficult vocabulary. 7. Students rewrite the text in their notebooks as a reinforcement exercise. **Closing Activity (10 minutes)** 1. The teacher gives a short written quiz as a reflection. 2. The teacher and students summarize the overall topic (Procedure Text). 3. Students fill out a short reflection form. 4. The teacher informs the topic for the next unit. 5. The class ends with a prayer

Bukittinggi, 2025
Guru Mata Pelajaran

Test Grid for Multiple Choices-Based Reading Assessment

No	Criteria / Indicator	Aspect	Text Reference	Question No	Question Type	Cognitive Level	Description / Learning Target
1	Identify the communicative purpose of a procedure text	Goal / Purpose	Text 1 & 2	10, 11	Multiple Choice	C3	Students identify the main goal of each procedure text (to instruct how to design a brochure or create an animation).
2	Identify the tools or software required in a procedure text	Tools	Text 1 & 2	12	Multiple Choice	C2	Students recognize the digital tools used such as CorelDRAW, Photoshop, or After Effects.
3	Identify and arrange the steps of the procedure text logically	Steps / Sequence	Text 1 & 2	3	Multiple Choice	C3	Students determine the correct order of actions in completing the procedure.
4	Analyze the use of action verbs and time connectors in the text	Language Feature	Text 1 & 2	6, 13	Multiple Choice	C4	Students identify and analyze imperative verbs (open, create, add) and connectors (first, then, finally).
5	Determine the effectiveness of steps in achieving the goal	Goal & Steps	Text 1 & 2	2, 18	Multiple Choice	C4	Students evaluate if each step logically contributes to the intended product outcome.
6	Identify the target audience of the procedure text	Audience	Text 1 & 2	9	Multiple Choice	C3	Students recognize that the texts are intended for Visual Communication Design students.
7	Analyze design principles reflected in the steps	Design Principle	Text 1 & 2	4, 19	Multiple Choice	C4	Students identify balance, alignment, and hierarchy as principles implied in the final steps.
8	Apply creative thinking in modifying or adapting the procedure	Creativity / Application	Text 1 & 2	5, 17	Multiple Choice	C5	Students propose creative modifications, such as changing themes or colors for different purposes.
9	Evaluate final results or outputs of the procedure	Evaluation	Text 1 & 2	1, 15	Multiple Choice	C5	Students assess the quality, readability, and visual result of the product (brochure/poster/logo).

10	Identify appropriate file formats based on purpose or medium	Technical Feature	Text 1 & 2	20	Multiple Choice	C3	Students identify correct file types (PDF, JPEG, MP4) for printing or digital publishing.

Kemendikbud RI. (2017). Buku Guru Bahasa Inggris Kelas XI SMK/MAK (Kurikulum 2013 Revisi).

Jakarta: Kementerian Pendidikan dan Kebudayaan

1. **LOTS**: Lower Order Thinking Skills (C1–C2: Remembering–Understanding)
2. **HOTS**: Higher Order Thinking Skills (C3–C5: Applying–Evaluating)
3. **Text Reference**: Helps trace the question to the related section in the text.
4. **Cognitive Level**: Can follow Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, Create).
5. **Distractors**: Should be attractive enough to diagnose real misunderstanding.
6. **Rationale**: Keeps the question aligned with your assessment goals.

Table 3 4 Scoring Rubic

No	Criteria / Indicator	Aspect	Performance Level	Description / Score
1	Identify goal/purpose	Goal/Purpose	Accurate / Inaccurate	Identifies correct goal of the text (1 / 0)
2	Identify materials	Materials	Complete / Incomplete	Lists correctly if mentioned (1 / 0)
3	Identify tools	Tools	Accurate / Inaccurate	Recognizes correct tools (CorelDRAW / Photoshop) (1 / 0)
4	Identify steps	Steps	Clear / Unclear	Understands correct sequence (1 / 0)
5	Arrange steps	Steps/Sequence	Correct / Incorrect	Orders procedural steps logically (1 / 0)
6	Analyze verbs	Language Feature	Correct / Incorrect	Identifies / interprets action verbs (1 / 0)
7	Identify connectors	Language Feature	Correct / Incorrect	Recognizes temporal connectors (1 / 0)
8	Evaluate effectiveness	Goal & Steps	Effective / Ineffective	Explains logical contribution to goal (1 / 0)
9	Identify audience	Audience	Correct / Incorrect	Determines intended readers (1 / 0)
10	Analyze errors/missing	Revision/Editing	Accurate / Inaccurate	Detects issues or missing steps (1 / 0)

(Adapted Anderson & Krathwohl, 2001)

LEMBAR INSTRUMENT READING ASSESSMENT (MULTIPLE CHOICE FORMAT)

Instructions for Students:

1. Read each procedure text carefully.
2. Focus on generic structure
3. Make sure your answer is correct

Pre-Test Materials

Reading Passage

TEXT 1: How to Designing a Brochure Using CorelDRAW

Designing a brochure is one of the fundamental projects for students in Visual Communication Design. To start, open CorelDRAW and create a new document by setting the page size to A4 with landscape orientation. Then, divide the page into three equal columns to form the brochure layout. Next, choose a color palette that represents the brand or theme of the brochure. After that, insert the text content such as the title, subheading, and body text using the Text Tool. You can adjust the font style, size, and alignment to make the text readable and attractive. Then, add images, logos, or illustrations to support the information and enhance the visual appeal. Use the Shape Tool or guidelines to arrange all elements neatly. Finally, check the spacing, margins, and balance of the layout before saving and exporting the brochure as a PDF for printing or digital sharing.

(Adapted from Lande, Shyla K., & Astuti, Eka Mulya. (2013). Forward an English: Course for Vocational School Students Grade XI. Jakarta: Erlangga.)

1. What will happen if a student skips the step of dividing the page into three columns?

    a. The brochure will look unbalanced and hard to fold.
    b. The color palette won't match.
    c. The text will become invisible.
    d. The file cannot be printed.

2. Why is it important to check spacing and margins before exporting the file?

    a. To make the design symmetrical and readable.
    b. To reduce file size.
    c. To apply a new template.
    d. To change the paper orientation.

3. Which sequence below best represents the logical order of steps?

    a. Create document → Choose color → Add text → Add image → Export
    b. Add image → Choose color → Add text → Export → Create document
    c. Create document → Export → Add text → Add image
    d. Choose color → Add image → Create document → Add text

4. Based on the text, what principle of design is emphasized in the final step?

    a. Balance and alignment
    b. Repetition
    c. Contrast
    d. Unity

5. If you were to redesign the brochure for an environmental campaign, which adjustment would be most appropriate?

    a. Use green and earthy tones to reflect nature.
    b. Use bright pink and neon blue for attention.
    c. Remove all text content.

d. Add random images.

6. What does the use of “Finally” in the text indicate about the sequence?

   a. It signals the end of the procedure.
   b. It shows a repeated action.
   c. It means the step is optional.
   d. It introduces an example.

7. If you replace “brochure” with “menu card”, which step might need modification?

   a. Dividing the page into three columns.
   b. Choosing a color palette.
   c. Adding the logo.
   d. Exporting as PDF.

8. From the procedure, what skill combination does the activity promote?

   a. Technical and artistic skills.
   b. Mechanical and listening skills.
   c. Writing and speaking skills.
   d. Reading and memorizing skills.

9. If the student wants to make the brochure interactive (digital version), which new step could be added?

   a. Insert clickable buttons or QR codes before exporting.
   b. Print the brochure on glossy paper.
   c. Add borders manually.
   d. Save as an image only.

10. What would best describe the purpose of this text?

    a. To guide readers in designing a brochure using CorelDRAW.

b. To persuade students to buy CorelDRAW.
c. To narrate a student's design experience.
d. To describe brochure elements.

TEXT 2: How to Creating a Poster in Adobe Photoshop

Creating a poster is an essential skill for Visual Communication Design students. To begin, open Adobe Photoshop and set the canvas size according to your purpose for example, A3 for a printed poster. Next, select a suitable background color or image that represents the message you want to deliver. Then, use the Type Tool to add a catchy headline and supporting text. Adjust the typography by experimenting with font styles, colors, and sizes. After that, insert relevant images, shapes, or icons that reinforce your visual message. Use the Layer and Arrange features to organize your design elements. Finally, review the poster's composition, color contrast, and readability before saving and exporting the file as a high-quality JPEG or PDF.

11. What is the main purpose of creating a poster according to the text?

a. To communicate a message visually.
b. To decorate a wall.
c. To practice drawing only.
d. To make an animation.

12. Which feature helps organize visual elements effectively in Photoshop?

a. Layer and Arrange
b. Crop and Filter
c. Eraser and Zoom
d. Paint and Blur

13. Why should students review color contrast before exporting?

a. To ensure all text and images remain visible.
b. To make the file smaller.
c. To add more layers.

d. To change the resolution.

14. What might happen if the background image is too complex?

a. The text will be difficult to read.
b. The file will not save.
c. The colors will disappear.
d. The canvas size will change automatically.

15. How does typography contribute to an effective poster?

a. It attracts attention and emphasizes key information.
b. It fills empty spaces.
c. It replaces images completely.
d. It adds decoration only.

16. Which of the following steps demonstrates creative thinking?

a. Experimenting with font styles and colors.
b. Saving the file as JPEG.
c. Opening Photoshop.
d. Cropping the image.

17. If the poster is meant for an online campaign, what adjustment should be made?

a. Use RGB color mode instead of CMYK.
b. Increase the paper thickness.
c. Add crop marks.
d. Use A3 canvas only.

18. Which part of the process reflects evaluation skills?

a. Reviewing composition and readability.
b. Selecting background color.

c. Adding shapes.
d. Creating a new canvas.

19. What can students learn about visual hierarchy from this task?

a. Important elements should be more visible and positioned strategically.
b. All objects should be the same size.
c. The background must always be dark.
d. Text should be placed randomly.

20. If the student wants to publish the poster on social media, which file type is most appropriate?

a. JPEG for easy online sharing.
b. PDF for printing.
c. TIFF for heavy editing.
d. PSD for storage.

Post-Test Materials

Instructions for Students

Read each procedure text carefully.

Focus on generic structure

Make sure your answer is correct

Reading Passage :

TEXT 1: How to Creating Digital Art

Creating digital art is an exciting activity for Visual Communication Design students. To begin, connect your drawing tablet to the computer and open a digital art program such as Adobe Illustrator or Krita. Then, create a new canvas with a suitable size and resolution. After that, choose a brush tool and adjust its thickness and opacity according to your style. Next, make a rough sketch of your idea using light strokes. Once the sketch is complete, add layers to refine the lines and start coloring your artwork. You can use different brushes for shading, blending, and adding highlights. Remember to zoom in and out frequently to check the details and proportions. Finally, review your artwork, make final adjustments, and save the file in both editable and image formats, such as PSD and PNG. Your digital artwork is now ready to share or print.

(Adapted from Lande, Shyla K., & Astuti, Eka Mulya. (2013). Forward an English: Course for Vocational School Students Grade XI. Jakarta: Erlangga.)

1. What will most likely happen if a student skips the sketching stage?
   a. The artwork may lack structure and proportion.
   b. The color layers will disappear.
   c. The software will crash.
   d. The image becomes too dark.

2. Why should students save their files in both editable and image formats?
   a. So they can modify later and share easily.
   b. To reduce memory usage.

c. To print faster.

d. To change file color mode.

3. Which part of the procedure involves evaluation skills?
   a. Reviewing and making final adjustments.
   b. Choosing a brush.
   c. Connecting the tablet.
   d. Adding layers.

4. If the artist uses a thick brush for the sketch, what could be the result?
   a. The lines will appear unclear and messy.
   b. The color will blend better.
   c. The resolution will increase.
   d. The layers will merge automatically.

5. How can the use of different brushes improve digital artwork?
   a. It allows variation in texture, depth, and lighting.
   b. It makes the file smaller.
   c. It avoids color blending.
   d. It increases opacity automatically.

6. Which action shows creative problem-solving in this process?
   a. Experimenting with brush opacity to create mood.
   b. Following default settings.
   c. Ignoring proportion.
   d. Copying another artist's work.

7. If a student wants to create a cartoon-style artwork, which brush setting should be adjusted?
   a. Hard round brush with full opacity.
   b. Airbrush with 20% opacity.

c. Eraser with low hardness.

d. Clone stamp with medium opacity.

8. What design principle is implied by “check the details and proportions”?
   a. Balance and accuracy.
   b. Rhythm and repetition.
   c. Contrast.
   d. Simplicity.

9. What can students infer about digital art from this text?
   a. It combines technical and artistic skills.
   b. It depends only on software tools.
   c. It requires physical paint and paper.
   d. It cannot be printed.

10. Suppose the student wants to print a poster-size version of their digital art. What adjustment is necessary?
    a. Increase the canvas resolution before coloring.
    b. Change file to grayscale.
    c. Merge all layers first.
    d. Use JPEG format only.

TEXT 2 : How to Designing an Animated Logo

Creating an animated logo is a creative task that helps Visual Communication Design students explore motion and timing. First, open Adobe After Effects or any animation software. Import the logo design file, usually in vector format such as AI or SVG. Next, separate each logo element (text, shape, or icon) into different layers to animate them individually. Then, set the composition frame rate and duration based on your project needs. After that, apply keyframes to move, rotate, or fade the elements. Use the easing option to make the motion smoother and more natural. Preview your animation regularly to check timing and balance. Add background music or sound effects if necessary. Finally, export the logo animation in MP4 or GIF format for

presentation or social media use.

11. What is the main purpose of this procedure text?
    a. To explain how to make an animated logo.
    b. To promote animation software.
    c. To describe the history of logo design.
    d. To compare different animation styles.

12. What could happen if layers are not separated before animating?
    a. The animation will look flat and unmovable.
    b. The logo will change color.
    c. The background will disappear.
    d. The software will close automatically.

13. Why is the easing option important in animation?
    a. It makes the movement look smoother and more natural.
    b. It reduces file size.
    c. It creates more layers.
    d. It adds background sound.

14. If a student sets a very low frame rate, what will the animation look like?
    a. Jerky and less fluid.
    b. Brighter and more colorful.
    c. Sharper in detail.
    d. Longer in duration.

15. What step shows evaluation skill in this text?
    a. Previewing the animation regularly to check timing.
    b. Setting the frame rate.
    c. Adding background sound.
    d. Exporting the logo.

16. If the animated logo is intended for Instagram, which format is most suitable?
    a. MP4 for high-quality playback.
    b. PDF for printing.
    c. AI for editing.
    d. PSD for static design.

17. How can students apply creative thinking in the animation process?
    a. By combining movement, rhythm, and color transitions.
    b. By using only default templates.
    c. By copying commercial logos.
    d. By skipping timing adjustments.

18. Which design principle is applied when “timing and balance” are checked?
    a. Harmony and rhythm.
    b. Variety.
    c. Repetition.
    d. Symmetry.

19. If the animation feels too fast, what should the student adjust?
    a. Increase the duration or reduce keyframe speed.
    b. Lower the opacity.
    c. Merge all layers.
    d. Change format to GIF.

20. What can students conclude about the nature of animated logo design?
    a. It combines visual art and motion principles.
    b. It focuses only on typography.
    c. It uses manual drawing only.
    d. It ignores time-based editing.

READING ASSESSMENT INSTRUMENT

(MULTIPLE CHOICE FORMAT)

Documentation of Preliminary Research



Picture 2 – class observation

Documentation of pre-test in experiment class



Documentation of pre-test in control class

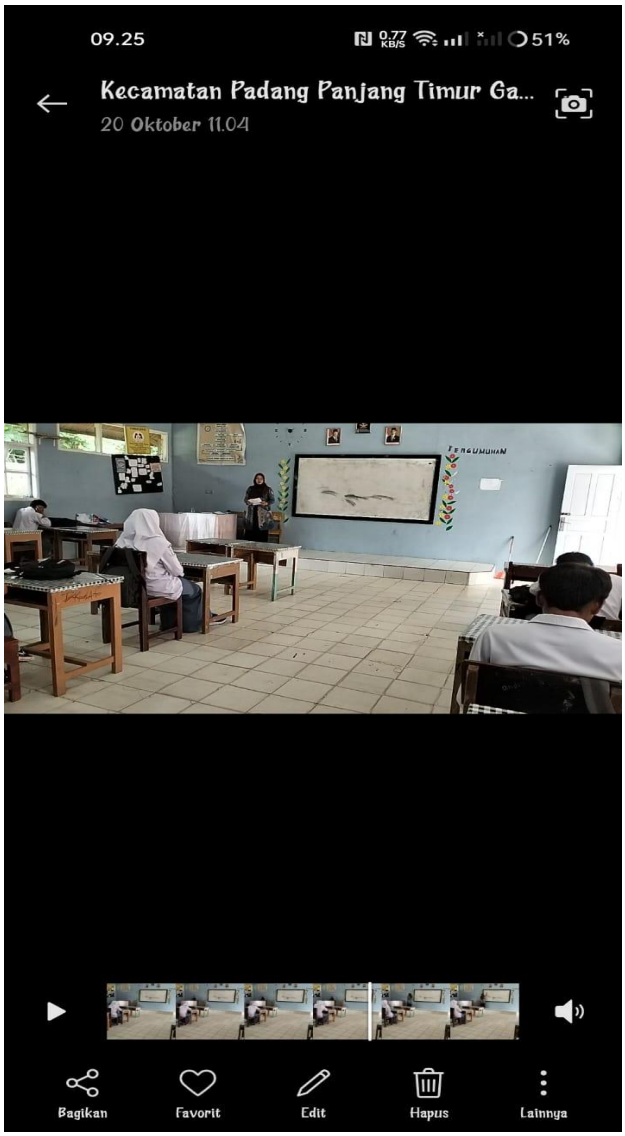


Documentation treatment in experimental class

Group discussion



Documentation of control class



Documentation of post test in Experimental Class



Documentation of Post test in Control Class

