THE STRATEGY OF INTERACTIVE LEARNING IN GRAMMAR SUBJECT

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ABSTRACT
English language is one of international language that is required to build the communication and interaction in their daily life. Thus, in this modern era, it is required not only in social interaction and communication but also in mastering and understanding english well, especially in formal and non-formal education by emphasizing in english grammar and speaking mastery. Grammar learning has important role in english mastery, because without grammar make the meaning of the sentences ambiguous, then it could make misunderstanding to communicate each other. Grammar managed words and sentences, in order to understand and implemented by students, so it is required the strategy, especially in grammar learning strategy. One of that strategy is interactive learning. Interactive learning is model of two-way communication that allow the students interact with teachers, classmates, and environment. Thus, the purpose of this study is to know how the strategy of interactive learning in grammar subject IDIA Prenduan. The method of this research is qualitative, descriptive study. The data sources used are primary data and secondary data with data collection procedures through interview, observation and documentation. The result of this research show that the strategy of interactive learning in Grammar Subject are, class grouping based on potency level and student's skill, build two-way communication and formulated the unique-easy understandable topics, but there are obstacles that faced by teachers as follows: first lack of English mastery, especially in grammar, second limited time duration, third Inadequate facilities.

Keywords: Interactive Learning, Grammar

1) INTRODUCTION

English language is one of international language. So, mastering English in daily interaction and communication is good choice and good action, because English language is one communication tools in delivering the message both verbal or non-verbal in this complex environment such this nowadays modern era.

By the importance of English, its required to instil, understand, implement and develop English in educational environment not only in modern city, but also to countryside or villages

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and to boarding school. Thus, so many boarding school and international school point out English language as their daily communication. So, in order to easy the implementation of English language, its required to conduct English learning intensively through the right curriculum, comfort condition, good method and strategy so the students will gain the English learning well and practice it in their daily life.

In English learning, less-interesting learning is reasonable to the teachers that not recognized the student's need, both in characteristic or in language improvement. Teacher has big role in improving knowledges that to choose and implement the efficient English learning towards students. The good English learning could be supported by the conducive learning and communication between teachers and students so it's fast and easy to all students.

In explaining English subject, in this case, grammar, teachers have to own the right and appropriate learning strategy so the students could understand the lesson easily. The strategy means, such as interactive learning that create the learning situation interesting and comfortable.(Novita & Harahap, 2020) The strategy of interactive learning could improve the interest and learning urge, because this strategy prioritized the activity and discussion between teachers, students and environment.

Thus, in grammar learning its necessary to teachers to stimulate student in order to improve their grammar mastery through the appropriate strategy that is interactive learning. Grammar learning is very important because grammar is a basic things that related to sentences and syntax (Singodiwongso & Susilawati, 2021).

2) METHODS

This research used qualitative approach, field research. Thus, this research is qualitative descriptive analysis that means to understand the phenomenon experienced by research subject that described accurately and systematically based on real (Moleng, 2009). Data collection technique used are interview and observation, while the interviewee are grammar teachers and students (Satori & Komariyah, 2017).

3) RESULTS

The result of this study is:

a.   English—international language—English mastery is important

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b. English--required to instil, understand, implement and develop English in all educational environment

c. English--- Grammar--- Learning Strategy– Interactive Learning

The Strategy of Interactive Learning in Grammar Subject:

a. Class grouping based on potency level and student skills

b. Build two-way communication

c. Formulated the unique and easy understandable topics.

The Obstacles Faced in Implementing Interactive Learning in Grammar Subject:

a. Lack of english mastery especially in Grammar

b. Limited time duration

c. Inadequate facilities

4) DISCUSSION

Interactive learning refers to a form of discussion and sharing that could give the students an opportunity to react all of ideas, concepts, experiences and teachers knowledge or group, then attempt another alternative in thinking.(Majid, 2013) Its also provide the freedom to students to think and act actively in reacting the ideas and concepts that taught by teachers. In this strategy teachers should make the comfortable and joyfulness class in order to help and motivate the students to explain their learning expectations individually or group, help them in preparing learning resources, foster students to take advantage of learning resources, explaining the learning goals. So, interactive learning or well known by strategy of interactive learning is one of learning strategy that prioritize the discussion between teachers and students, students and students and also their environment.

The strategy of interactive learning developed by range of groups and interactive methods, that contains class discussion, small-group discussion, or group tasks and students' collaboration in pairs. The role of teacher in this strategy should make the comfortable and joyfulness class in order to help and motivate the students to explain their learning expectations individually or group, help them in preparing learning resources, foster students to take advantage of learning resources, explaining the learning goals.(Isjoni, 2009) So, interactive learning or well known by strategy of interactive learning is one of learning strategy that

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prioritize the discussion between teachers and students, students and students and also their environment.

Interactive learning means one of learning conducted by group learning that provide students many chances to think through their questions, thus the students automatically get the new knowledges that obtained from self-construct will last longer and meaningful.

Based on explanation above, it concluded that interactive learning designed to make learning situation students-centred in order to construct their thinking actively through their questions to teachers.

Interactive learning more emphasis on learning process, not on result. The result could achieve when the learning process run well optimally and learning process depend on strategy. The strategy of interactive learning that students acquire the knowledges by experiencing, not memorizing, directly involved in process, not as observer passively.

The Components of Interactive Learning

The implementation of interactive learning consists the components that required collaboration and cooperation among them, so without the cooperation, interactive learning couldn't run well as it should be, the components are:

a. Teachers. Teachers as the mean factor, that qualified as educators and participate in education process.

b. Students. Students as one of component that learn to improve their potential and achieve their goals. This component could be modified by teacher to students, students and students and student to learning resources.

c. Purpose/ Objective, as basis to determine the learning strategy.

d. Learning resources, as media to achieve the learning objectives by subject that arranged systematically, dynamic and directed.

e. Learning activity. In order to achieve the learning objectives optimally, so its required to formulate the interactive learning according to their requirements and abilities in learning process.

f. Learning resources. All things that used for learning references. It could be society, environment, book, mass-media, library, etc.

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g. Evaluation. As component that function to measure and to know where the learning objectives had been achieved or not, also as feedback to fix the determinated strategy and response recipient.

h. Situation or environment, that affect teacher in determining the learning strategy. Situation means physical situation

All the components required mutual support in learning process in order to achieve the learning objectives as wishes. The approach in learning strategy is required, because the students nowadays are different with previous generation. They are digital generation that react and give response actively to the new knowledges they found. The traditional learning system not as effective as before in their learning nowadays, so its required special strategy in explaining their learning subjects.

Characteristics and Requirements on the Strategy of Interactive Learning

According to Suparman in Tahuri in Abdul Majid book, interactive learning has characteristics as follows:

1. The variation of class activities, group or individual.

2. High mental involvement.

3. Teachers as facilitator, speaker, and democratic manager.

4. Implement multi-way communication pattern.

5. The flexible class condition, democratic, motivate and under control.

6. Potential, impact effectively

7. Used in class or out class-learning

Ahmad Sabari in Abdul Majid book explained that the teachers have to pay attention the requirements in implementing learning strategy, as follows:

1. the learning method should increase the motivation and students' interest

2. the learning method should stimulate students to learn continually, such as an interaction with teachers and another student

3. the learning method should give students a chance to react the subject explained

4. the learning method should guarantee the student personality development

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5. the learning method should educate students in self-learning technique and how to gain knowledges by their efforts

6. the learning method should instill and develop the students values in daily life (Majid, 2013).

In learning process, teacher's role has tight relation in learning process especially in improving skills, such thinking skills, social skills, and practical skills. All that skills could be improved through interactive learning process between teachers and students. The optimal interaction patterns between teachers and students, students and students is multi-way communication that related to student's active concepts, as required by modern educational experts. Thus, in order to motivate students in multi-way communication so teachers required to choose the joyful and comfort strategy. The comfortable situation could improve student's motivation. Student's motivation influenced by difficulty of subject. It means that motivation should increase or decrease according to difficulty of subjects.

Interactive learning is one of strategy that needs to be done by teachers, in order to achieve the learning goals effectively. As stated by Dudu Suhandi Saputra in his research on the title Interactive Learning in Speaking Learning Studens Class V Elementary Shcool, this research aims to know the effectiveness of interactive learning in improving learning outcomes on English subject at class V SD Cileunyi, 2, Cileunyi, Bandung. The result showed that the implementation of interactive learning by role playing technique has positive result by creating the effective and conducive learning. By this technique increase the learning outcomes on speaking subject. This all according to speaking ability in every cycle. On cycle I pre-test and post-test is 46.97 at average, on cycle II 65.15 , and cycle III 85.23, it means that learning outcomes on speaking increase as 38.26%.(Novita & Harahap, 2020) and this research published on january 2007.

Another research by Mitrawalida on title The Implementation of Interactive Learning in Improving Learning Outcomes on Physics Class XI Senior High School Sendana. This research showed the increasing of learning outcomes of physics at SMA Sendana, Majene, at average 75.5 or in high category, based on last KKM and data from physics teachers.

Based on research above, so in this research, researcher aim to study about the strategy of interactive learning on grammar subject where the focus to know how the strategy of interactive

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learning implemented in grammar subject, and what are obstacles faced by teachers in implementing interactive learning in grammar subject.

The Strategy of Interactive Learning in Grammar Subject

Grammar is structure of words or sentences in English language; thus, it has clear meaning to all language user. Many weaknesses found if grammar taught in old learning method (memorizing formula, lecture method) are: First, monotonous, couldn't give a chance to students to accept and gain the subject effectively. Second, the lack of student's chance in improving courage to express their opinion and explore their ability in speaking or in making good and standard language structure. Third, oral question in lecture method is less audible. By this weakness of this old strategy, so it's required to improve the learning strategy, one of it is strategy of interactive learning. Rob Philip stated that interactive means a process to empower students in order to control their learning environment.(Mustika et al., 2017)

Class-Grouping Based on Potency Level and Student's Skills

All human being has competences, skills, talent, aptitude, interest and different character that all are grace from Allah to be grateful. Even so in students' ability in implementing English in their daily life such in arranging English structure. Thus, in order not to be inequality in learning process so the students classified by their competencies and English skills that owned by competence-test. The strategy used also according to their ability in English subject. Students classified into 3 classes are A class their ability about 75-100% in mastering English, B class 50-75% and C class 0-50% in mastering English.

In order to form integrated learning among that class grouping, it is required the strategy of interactive learning which form as class discussion and group discussion to discuss themes or trending topics in society. This discussion applied in English (speaking English). After discussion, students ordered to do the tasks, and by this task is one of assessment indicator in their english and grammar ability. A group tasks, and students' cooperation like making English wall-magazine is one of the interactive learning because this strategy is point out to activity and discussion between teachers, students and environment.

Build Two-Way Communication

In order to create the health and active communication, its required the smart communicator to deliver the messages, thus communicant would easily accept and understand the message that delivered by communicator. Not only in communication, but in learning

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process, in this case in grammar learning. The two-way communication between teachers and students builds an active class, enjoy, and learning process run well smoothly. In grammar learning teachers build the comfort situation in order not to bored, then teacher begun the lesson by asking them the previous subject, by repeating in every session. For example, in 16 tenses that frequently asked by teacher while starting the learning session. It caused those tenses its important topics in grammar in arrange the sentences that related to time whether is present, past, future and etc.

In build the conducive situation, teacher conducted the interactive learning while answering the questions. This method is unique, all students that called in attendance list, must answer by arranging the complete sentences or explain the grammar formula, such as 16 tenses, gerund, phonetics, listening, explaining verb 1, 2 or 3, and another topic.

Formulated the Unique and Easy-Understandable Topics

Creating the student's mood and easy-understand about the topics could be formulated by unique and easy technique. In delivering the lesson, for example in 16 tenses, teacher applied: First, the grammar theory mixed to song lyrics and sung together till students memorize well, or by finger, means applied tenses by fingers that every finger stated for a tense. Fore-finger: present, middle finger: past, ring finger: future, little finger: past future. First finger joint: simple, second finger joint: continuous, third finger joint: perfect, fourth finger joint: perfect continuous. These all-grammar topics delivered in different strategy not monotonously as lecturer method that caused flatness or boredom in class.

Second, understanding the key-formula, such as present-verb 1, past-verb 2, future-will, past future-would, continuous-Ving, perfect- have/has V3- perfect continuous- has/have been Ving, and etc. By this strategy would make students easy-understand, memorize, and applied grammar in their daily life through good structure of English conversation.

Figure 1. Finger-Tenses

Source: Grammar Teacher

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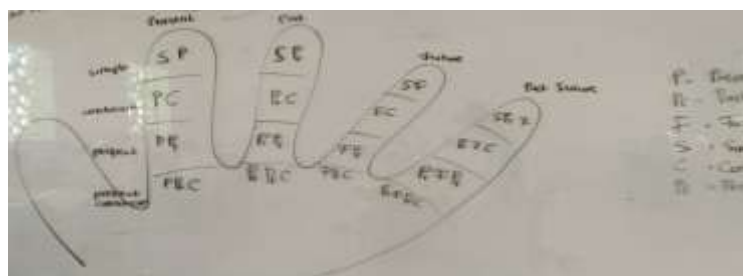
Teachers considered that grammar not only a set of theory that have to memorized, because by memorizing only it will be easy to lose and forget on the next day, but grammar should be understand by students because in daily English conversation it is required to point out and use grammar. In this case, grammar subject is very important in English language, in order not to asynchronous in communication, unambiguous, no misunderstanding in conversation, and no stiff communication.

The Obstacles in Implementing Interactive Learning in Grammar Subject

The obstacles faced in implementing interactive learning are: first, the lack of English mastery especially in grammar. Thus, sometimes students faced the difficulties in stimulating themselves to speak or in applying the complete sentences, in other hand, by the lack of students' ability in grammar should make teachers insecure in delivering the lessons. Teachers worried of wrong strategy or technique applied to students in learning, also teachers worried that not good at grammar. Thus, in order to fix the obstacles, so grammar learning not delivered in class only, but also need another support such as friends, or group tasks out of class session.

Second, limited time duration, so it's difficult to explain the grammar lessons completely and perfectly to the students, this limited time (40 minutes/period) made teachers less-flexibility in delivering lessons.

Third, Inadequate facilities. By the lack of facilities, learning boredom sometimes happen such as uncomplete class facilities become obstacle in interactive learning between teachers and student, so the learning not run well.

5) CONCLUSION

The Strategy of Interactive Learning in Grammar Subject:

a. Class grouping based on potency level and student skills.

b. Build two-way communication

c. Formulated the unique and easy understandable topics.

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