

# The Influence of Interactive Method toward the Students' Speaking Skills at the SMP Santo Thomas 3 Medan

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**Abstract:** In this study, the writer focused on the use of interactive methods on the speaking skills of class VII students of SMP Santo Thomas 3 Medan with the aims of 1) to determine whether the interactive method has enough influence on the speaking skills of class VII students of SMP Santo Thomas 3 Medan and 2) to find out how enthusiastic are students in learning speaking after they are thought by interactive methods. The type of research used is Classroom Action Research (CAR). The results of this study indicate that: 1) the interactive method affects students' speaking skills, increasing the average score of students' pre-test by 56.03%, formative test by 61.35%, and post-test by 72.32%. 2) It can be seen that the student's response to the interactive method on students' speaking skills is very positive. The percentage of the questionnaire results in statement number 3 there were 23 students 82% who agreed to the statement that students became more enthusiastic about speaking English in learning to speak English using material describing objects using interactive methods, and 4 students 14% strongly agreed. It can be concluded that the application of the interactive method positively influences students' speaking ability, which is the achievement of students' speaking skills.

*Keywords: Interactive Method, Speaking Skills, Classroom Action Research (CAR)*

## INTRODUCTION

English serves as a global language, and today, the majority of individuals use it as a means of communication to interact with diverse populations. Currently, every job needs people who have language skills, namely English. This is needed to facilitate communication between one and another. English is also needed to make it easier for us to acquire global knowledge and compete internationally. That's why educators start teaching English, especially speaking skills, to students at an early age. Like other languages, English has four skills: reading, writing, listening, and speaking. Speaking is one of those skills that need to be needed and mastered because speaking English requires hard practice and someone to talk to. Speaking skills are needed in communication because good speaking skills can make communication more effective, as Leong and Ahmadi (2017: 34) pointed out oral language is one of the most important skills, it needs to be developed and improved as a means of effective communication.

Speaking English is not easy for some students. At SMP Santo Thomas 3 Medan, many students are shy and lack self-confidence because they cannot speak English even if they want to speak up in class. Many students are afraid of making grammatical mistakes when speaking. For example, an error in the use of pronouns: "Him and me are going to the library" should be "He and I are going to the library". Also, many people are not interested in English classes at school because teachers teach passively. Students are not encouraged to be active and creative, learning is only one way, students only listen or watch, so students become bored, silent, and reluctant to discuss with teachers.

Many people are not interested in English classes at school because teachers teach passively. Students are not encouraged to be active and creative, learning is only one way, students only listen or watch, so students become bored, silent, and reluctant to discuss with teachers. Rao (2019:15) argues that another

technique to improve students' speaking skills is to have them listen to music in English and sing along. In the teaching and learning process, teachers not only teach materials, but also actively act as discussion moderators, and students are not only listeners but also actively interact with teachers and classmates. The skill to speak English for each student is very diverse and to master this skill, students must practice it using the interactive method.

Several studies focus on the interactive method and speaking skills. Korovinas (2019) with the title "Interactive Methods in Developing Young Learners' Speaking Skills". The results of the study show that Interactive Method proved to be a very efficient motivating tool to acquire speaking skills in a more student-friendly educational environment. The kids demonstrated less shyness but more enthusiasm in expressing their thoughts and ideas in the framework of a school lesson. Despite the mistakes made during the lessons, the students kept their desire to be involved in the educational process. At the same time, the teachers enjoyed working according to this pattern and emphasized the boost of the kids' motivation to study English. The study has shown that interactive methods prove to be one of the most effective tools in developing young learners' speaking skills.

The skill to speak English for each student is very diverse and to master this skill, students must practice it using the interactive method. Thus the writer formulates the problems of the study as follows:

1. Does the interactive method have enough influence on the speaking skills of class VII students of SMP Santo Thomas 3 Medan?
2. How enthusiastic are students in learning speaking after they are thought by interactive methods?

## **Speaking Skill**

Speaking is the skill to express thoughts by saying words orally. During the speaking process, the speaker first receives information, then the brain works to process the received information, and finally, the speaker is stimulated to produce sound through the mouth.

Speaking is a positive or effective skill because you have to make your sentences and it requires you to practice a lot and learn many things related to grammar, vocabulary, sentence structure, and usage (Rao 2019:8). According to Wael et al. (2018), speaking is also dependent on multiple people and can be viewed as a productive skill. Brown (2004: 172-173) clarifies that there are five commonly recognized components in speech process analysis. They are: Vocabulary; Vocabulary is the basic element of language. Mastering a limited vocabulary makes it impossible for a person to communicate effectively and will not be able to express one's ideas orally or in writing. Grammar; Grammar is the rules of spoken and written language. Students must follow grammar rules to achieve good results. Fluency; It shows that people can communicate well because of their fluency. A person who can communicate fluently can certainly use this language eloquently. Speaking fluency is the goal of many language learners. Comprehension; When speaking, both speaker and listener must understand clearly because understanding can lead people to the information they need. Pronunciation; Pronunciation is a clearer means of conveying language than orally. Pronunciation is how we make the sound of language, how and where we emphasize, and how we use pitch and intonation to express our feelings and meanings.

## Interactive Method

Most teachers use traditional methods to teach their students in the classroom. The teacher is the one who gives the lesson, and the students have to listen to the lesson. In this situation, the students are bored with the teacher's lesson and cannot understand the main points of the lesson. So that students cannot express their thoughts because they cannot understand the lesson and as a result, most of the students remain silent in the classroom. Because of the passive teaching methods of teachers, students do not have the opportunity to speak their minds. For this reason, teachers should use interactive methods with students in the classroom to enable them to express their ideas, think critically, and motivate them to learn.

Qizi (2022:1) claims that the meaning of interactivity is formed from the definition of the concepts "inter" (between) and "activity" (enhanced activity). In this connection, the term "interactive communication" can be interpreted as an intensified activity of participants in communication with each other, and the term "interactive pedagogical communication" - is an intensified, purposeful activity of the teacher and student in organizing interaction among them for development). Along with the notions of "interactive process" and "interactive communication", such a concept as "interactive learning" is considered. Interactive learning is learning immersed in communication.

Xalilova et al. (2021:48) found that interactive methods of teaching English not only help students share information but also help them acquire practical communication skills in the language they are learning, learn how to organize their thoughts, respond quickly, and respond to mock speakers.

Oglu & Sayfiddinovich (2021:116) state that interactive methods are methods that facilitate teacher-learner interaction, activate and encourage independent thinking, and increase learning motivation. Nigmatullayevna & Sobirjonovna (2022:4) stated that interactive methods motivate young learners, broaden their horizons, contribute to the creation of a comfortable educational environment, and lead to the ability to work independently and think critically.

Nodirovna (2020: 63) clarifies that there are several interactive activities, namely: **a)** Drama, simulations, and role-playing; these three types of oral activities are very important they are not performed for the public, and the participants work together in an imaginary environment. **b)** Discussion Activities; Discussion activities require learners to confront a problem and give their opinion on it. Students also have their personalities and opinions, and their task is to reach a consensus on the issues raised by the teacher. **c)** Presentations and Talks; the best way to build confidence in students is to give an oral presentation in front of their classmates. **d)** Image Identification; Learner A has a set that is very similar in content but has many distinguishing features. Learner B has only one copy of these photographs. Learner A must find out which photo she has by asking about the photos that Learner B has.

## Advantages of Using the Interactive Method

Good teaching methods help students challenge their prejudices and motivate them to learn by providing a friendly atmosphere for them (Fattoyeva (2020: 266)). Elovskaja & Cherniaeva (2019) argue that interactive teaching methods can be viewed as implying active interaction between all participants in the learning process, namely between teacher and student and between students. Furthermore, according to Kutbiddinova et al. (2016) the following advantages of using interactive methods: greater interaction between students and teachers and classmates, and dominance of student activity in the learning process. Students actively participate in educational activities, simulate professional situations, carry out creative

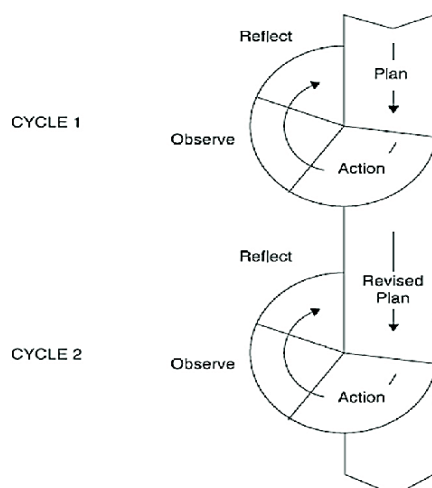
and research assignments, discuss with other students, learn to support their opinions through arguments, and discuss strategies for effective action in conflict situations.

## METHOD

In this study, the writer used the Classroom Action Research (CAR) method. Agreeing to Kemmis and McTeggart (1988) say that activity investigate could be a shape of collective self-reflective inquiry embraced by members in social or instructive hone, as well as their understanding of these hones and the circumstances in which these hones are carried out.

### *The Procedure of Classroom Action Research*

The writer uses the procedure of action Research proposed by Kemmis and McTaggart (1998:14)



**Figure 1.** The Procedure of Action Research Proposed By Kemmis and McTaggart

### *Cycle 1*

#### a. Planning

At this stage, the writer prepares the following: learning media and material for teaching speaking and making an oral test first by using material describing things.

#### b. Acting

The writer conducts her first oral test in a class by the pre-planned plan and recorded the students. The action will be implemented in several cycles depending on the needs of the study.

#### c. Observing

The writer observes the appearance of students from start to finish. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented, and analyzed.

#### d. Reflecting

At this stage, the writer gives feedback on the actions taken. After collecting the data, the writer and collaborators will analyze the teaching and learning process data. The writer will evaluate to determine the next cycle. This reflection is done to decide whether there will be another cycle or not. If the action is successful, the researcher will continue to use it.

## ***Cycle 2***

### **a. Re-planning**

The following are some activities that will be done by the writer in the planning stage: Preparing the media, preparing teaching material, preparing checklist observation, and making the test material.

### **b. Acting**

After developing a new plan, the writer has taken several actions to improve their actions before. In the second cycle, the teacher will review the previous material, introduce a new topic that has been prepared, and test the students using an interactive method.

### **c. Observing**

Observations in cycle two are carried out by observing the student's learning process. This observation was made to evaluate the teaching and learning process which aims to improve students' speaking skills with the interactive method.

### **d. Reflecting**

At this stage, the writer analyzes all the actions that have been taken. The writer analyzes the observation data with collaborators and makes evaluations to find out the results of the student learning process. The writer analyzes the students' pre-test, formative test, and post-test scores based on the speaking assessment rubric to find out whether the interactive method is effective in improving students' speaking skills.

## ***The Location and Time of the Study***

This study will be conducted at SMP Santo Thomas 3 Medan which is located at Jalan. Gatot Subroto, Jl. Banteng No.7a, Sei Sikambing C. II, Kec. Medan Helvetia, Kota Medan, North Sumatera. The reason why the writer chooses the school as the location of the research is because the writer finds out some problems with students' speaking skills. That is why, the writer will try to improve the student's speaking skills by using Interactive Method. This research will be carried out in May 2023.

## ***The Subjects of the Study***

The research subjects are the seventh-grade students of SMP Santo Thomas 3 Medan Class VII-3 in the Academic Year of 2023/2022. The number of students in that class is 28 students, consisting of 17 males and 11 females.

## ***The Instruments of Collecting Data***

### ***Observation Sheets***

Observations are made to collect information during the teaching and learning process in the classroom related to students' speaking skill, students' involvement during learning, students' understanding of the material provided, methods and techniques used by the teacher, and media used to support learning.

### *Field Notes*

In this research, the writer uses field notes as a means of personal assessment of the situation in the classroom during the teaching and learning process. The writer will record everything seen, heard, and felt in the context of data collection to find out whether there is an effect of interactive methods on the learning process of students' speaking skills.

### *Questionnaires*

A questionnaire is a set of written questions to find out the students' responses to the interactive method to enhance their speaking skills. In this study, the writer also will use the questionnaire to get additional information about the student's interests during the learning-teaching process.

### *Test*

At this stage, the writer will do a pre-test, formative test, and post-test to measure students' skill to speak English.

### *Technique for Analysing the Data*

In this study, the data are collected in the form of qualitative data and quantitative data. The qualitative data are used to describe the situation during the teaching and learning process, the writer collected data by using observation sheets, field notes, and questionnaires.

To find out the result of students' responses towards the use of interactive methods in improving their speaking skills in questionnaires, the writer applies this formula proposed by Best and Khan (2002:280) as follows:

$$M = \frac{\sum x}{N} \times 100 \%$$

Explanation:

M = the score in the percentage of each scale value.

$\sum x$  = the number of students.

N = the total score of Strongly Agree, Agree, Disagree, or Strongly Disagree.

The quantitative data are obtained from students' pre-test, formative test, and post-test. To analyze the result of the test, the writer will use a formula that is:

$$\text{Students' Score} = \frac{\text{Writer+Collaborator}}{\text{Maximum Score (60)}} \times 100$$

To know the mean score of the student's score each cycle, the writer applies the following formula which is formalized by Best and Khan (2002:280) as follow:

$$M = \frac{\sum x}{N}$$

Explanation:

M = the mean of the student's score

$\sum x$  = the total score

N = the total number of students who do the best

Then, to find the class percentage of students' score who pass the criterion minimum of completeness or *Kriteria Kelulusan Maksimum (KKM)* as follows:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P = the percentage of students who get a point  $\geq 70$

R = the number of students who get the point above  $\leq 70$

T = the total number of students who do the test

## RESULTS AND DISCUSSIONS

The complete result of the student's scores in every test can be seen in the following table and the histogram of score interval and frequency

**Table 1.** Students' Score

Participants	Pre-Test Score	Formative Test Score	Post-Test Score
Student 1	52	55	86
Student 2	55	60	70
Student 3	52	57	77
Student 4	77	83	90
Student 5	57	63	70
Student 6	50	57	72
Student 7	60	67	75
Student 8	62	63	70
Student 9	55	60	68
Student 10	60	63	70
Student 11	63	68	83
Student 12	60	62	70
Student 13	60	62	80
Student 14	58	62	72
Student 15	50	62	68
Student 16	70	72	85
Student 17	58	63	68
Student 18	52	58	60
Student 19	50	55	62
Student 20	67	65	72
Student 21	58	60	70
Student 22	50	55	65
Student 23	57	63	72
Student 24	68	67	70
Student 25	65	78	82
Student 26	53	60	68
Student 27	50	58	63
Student 28	68	75	85
<b>Total</b>	<b>1.569</b>	<b>1.718</b>	<b>2.025</b>

The score of the student's achievement kept improving from the pre-test, formative test, and post-test. The improvement of students' speaking skill can be seen from the mean of the students of the students' score in every test through this formula:

$$X = \frac{\sum x}{N}$$

Explanation:

X = the mean of students' score

$\sum x$  = the total score

N = the number of students

In pre-test, the total score of the students was 1.569 and the number of students who took the test was 28, so the mean of the students score is:

$$X = \frac{1.569}{28} = 56,03$$

In pre-test, the total score of the students was 1.718 and the number of students who took the test was 28, so the mean of the students score is:

$$X = \frac{1.718}{28} = 61,35$$

In pre-test, the total score of the students was 2.025 and the number of students who took the test was 28, so the mean of the students score is:

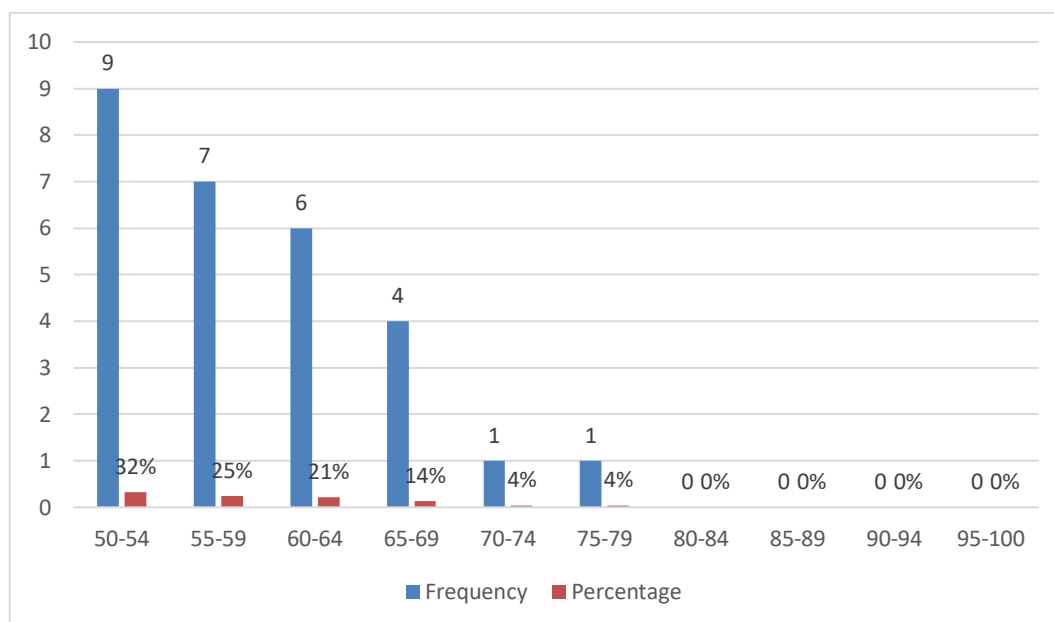
$$X = \frac{2.025}{28} = 72,32$$

**Table 2.** Pre-Test Score Interval

Score Interval	Frequency	Percentage
50-54	9	32%
55-59	7	25%
60-64	6	21%
65-64	4	14%
70-74	1	4%
75-79	1	4%
80-84	0	0%
85-89	0	0%
90-94	0	0%
95-100	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

From the table of pre-test score interval and frequency, the writer presented the data of the pre-test in the histogram.





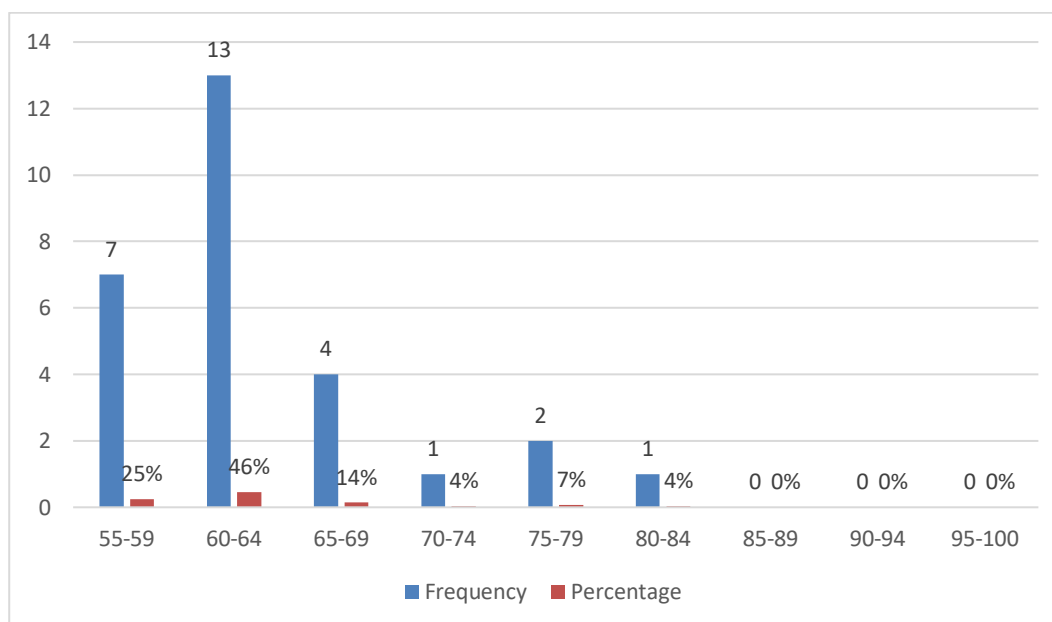
**Chart 1.** The Histogram of the Pre-Test

From the histogram of the pre-test, there are 9 students (32%) who occupied score interval 50-64. There are 7 students (25%) who occupied in score interval 55-59. There are 6 students (21%) who occupied in score interval 60-64. There are 4 students (14%) who occupied in score interval 65-69. There is 1 student (4%) who occupied in score interval 70-74. There is 1 student (4%) who occupied in score interval 75-79. Based on the calculation, it seems 2 students who got the mastery minimum criteria (*KKM*), because the minimum criteria in that school are 70.

**Table 3.** Formative Test Score Interval

Score Interval	Frequency	Percentage
50-59	7	25%
60-64	13	46%
65-69	4	14%
70-74	1	4%
75-79	2	7%
80-84	1	4%
85-89	0	0%
90-94	0	0%
95-100	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

From the table of Formative test score interval and frequency, the writer presented the data of the Formative Test in the histogram.



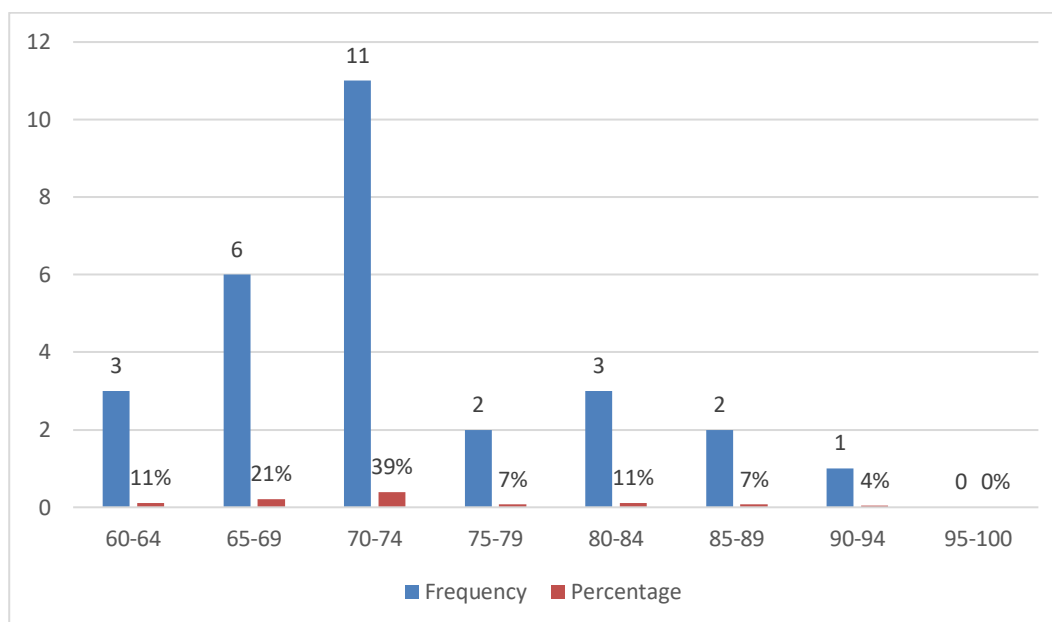
**Chart 2.** The Histogram of the Formative Test

From the histogram of the formative test, there were 13 students (46%) who occupied score intervals 60-64. There are 7 students (25%) who occupied in score interval 55-59. There are 4 students (14%) who occupied in score interval 65-69. There are 2 students (7%) who occupied in score interval 75-79. There is 1 student (4%) who occupied in score interval 70-74. There is 1 student (4%) who occupied in score interval 80-84. Based on the calculation, it seems t4 students who meet the mastery minimum criteria (KKM), because the minimum criteria in that school is 70.

**Table 4.** Post-Test Score Interval

Score Interval	Frequency	Percentage
60-64	3	11%
65-69	6	21%
70-74	11	39%
75-79	2	7%
80-84	3	11%
85-89	2	7%
90-94	1	4%
95-100	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

From the table of post-test score interval and frequency, the writer presented the data of the post-test in the histogram.



**Chart 3.** The Histogram of the Post-Test

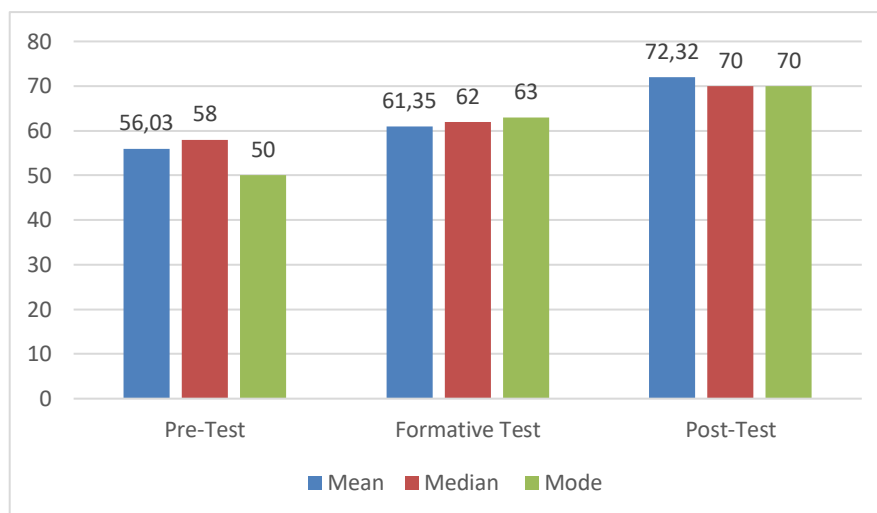
From the histogram of the Post-test, there are 11 students (39%) who occupied score intervals 70-74. There are 6 students (21%) who occupied in score interval 65-69. There are 3 students (11%) who occupied in score interval 60-64. There are 3 students (11%) who occupied in score interval 80-84. There are 2 students (7%) who occupied in score interval 75-79. There are 2 students (7%) who occupied in score interval 85-89. There is 1 student (4%) who occupied in score interval 90-94. Based on the calculation, it seems 19 students meet the mastery minimum criteria (*KKM*), because the minimum criteria in that school is 70.

Finally, from the result of the tables and chart of the Pre-test, Formative-test, and Post-test, the writer presented the conclusion of quantitative data as follows:

**Table 5.** The Quantitative Data

Component	Pre-Test	Formative Test	Post-Test
Mean	56,03	61,35	72,32
Median	58	62	70
Modus	50	63	70

From the table of quantitative data, the writer presented the quantitative data in the following chart.



**Chart 4.** The Histogram of the Quantitative Data

From the result of the test students' scores, it was concluded that the student's mean scores increases. It could be seen from the mean score pre-test, formative test, and post-test. In the pre-test, the students' mean score is 56,03 while the students' mean score in the formative test is 61.35, and in the post-test is 72,32. Then the mode and median of the student's scores in the post-test are higher than the pre-test and formative test. It means that there is an influence of the Interactive Method toward the students' speaking skills

**Table 6.** The Result Percentage of the Questionnaire

No	List of Items	Scale Value				The Number of Respondents
		1	2	3	4	
		Strongly Disagree	Disagree	Agree	Strongly Agree	
1	The interactive method increased young learners' motivation, broadened their horizons, helped to create a comfortable educational environment, and resulted in their ability to work independently and think critically.	1	0	16	11	28
Percentage		4%	0%	57%	39%	100%
2	Interactive methodologies make learning enjoyable and exciting for students and improve their retention, participation, and performance	0	1	9	18	28
Percentage		0%	4%	32%	64%	100%
3	Students became more	0	1	23	4	28

	enthusiastic about speaking English in learning to speak English using material describing things with an interactive method					
Percentage		0%	4%	82%	14%	100%
4	In learning to speak English using materials describing things with interactive method, students can express ideas in a relaxed manner	0	1	16	11	28
Percentage		0%	4%	57%	39%	100%
5	Students like to use the interactive method in learning English, especially the content of speaking	1	0	11	16	28
Percentage		4%	0%	39%	57%	100%

The score of the student's responses to the questionnaire was calculated as follows:

$$M = \frac{\sum x}{N} \times 100 \%$$

Where:

M = the score in the percentage of each scale value.

$\sum x$  = the total score of Strongly Agree, Agree, Disagree, or Strongly Disagree

N = the number of students.

The total percentage of strongly agree

$$M = \frac{\text{Total of strongly agree}}{\text{Total number of students}} \times 100 \% = \frac{60}{140} \times 100 \% = 42,85\%$$

Total percentage of agree

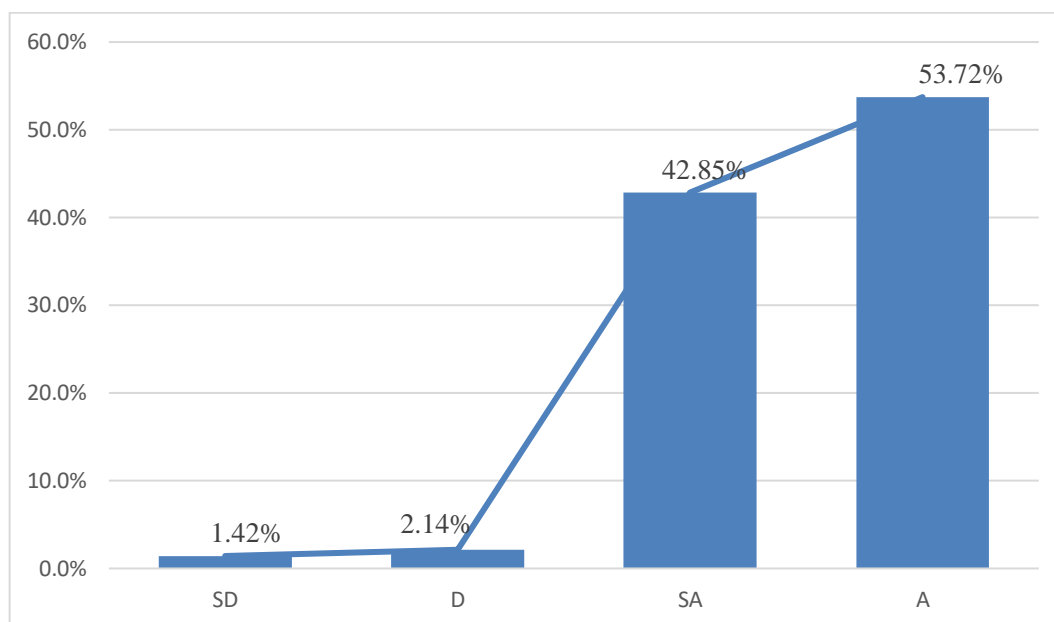
$$M = \frac{\text{Total of agree}}{\text{Total number of students}} \times 100 \% = \frac{75}{140} \times 100 \% = 53,57\%$$

Total percentage of disagree

$$M = \frac{\text{Total of disagree}}{\text{Total number of students}} \times 100 \% = \frac{3}{140} \times 100 \% = 2,14\%$$

The total percentage of strongly disagree

$$M = \frac{\text{Total of strongly disagree}}{\text{Total number of students}} \times 100 \% = \frac{2}{140} \times 100 \% = 1,42\%$$



**Chart 5.** The Histogram of the Responses to the Questionnaire

Based on the results of the questionnaire, it was concluded that the students' responses towards the learning-teaching process of speaking skills by using the Interactive Method were positive.

## CONCLUSION

After conducting the research, presenting the data, analyzing the data, and discussing the result, the writer is going to present a conclusion and suggestion, as follows:

The interactive method greatly influences students' speaking skills. It was found that student's achievement in speaking skills increased from the pre-test, formative test, and post-test after the writer applied the interactive method. The increase in the average value of the students' pre-test was 56.03%, the Formative test was 61.35%, and the post-test was 72.32%. Meanwhile, the percentage of scores that passed the Minimum Completeness Criteria (KKM) from the pre-test were 2 students, the formative test was 4 students, and the post-test was 19 students, the proportion of student scores continued to improve with each test. Therefore it can be concluded that there is an influence of the interactive method on students' speaking skills in class VII-3 and it is suitable to be applied in English lessons, especially in students' speaking skills.

Based on qualitative data analysis, it can be found that student's responses to the interactive method on students' speaking skills are very positive. The questionnaire shows that students strongly agree that interactive methods can improve students' learning abilities, increase learning motivation, and help create a comfortable educational environment, and students also strongly agree that interactive methods make learning more fun and interesting and improve their performance. It can also be concluded based on Table 6. Percentage of Questionnaire Results in statement number 3 there were 23 students 82% gave a response agreeing to the statement that students became more enthusiastic about speaking English in learning to speak English using materials describing objects with interactive methods, and 4 students 14% who strongly agree.

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