

INTERACTION-BASED INDONESIAN LANGUAGE LEARNING: IMPLEMENTATION OF INTERACTIVE LANGUAGE TEACHING AT SD N KAGOKAN 02 GATAK SUKOHARJO

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Abstract :

This study examines the implementation of a learning service program for slow-learner students at SDN Kadokan 02, Grogol District, Sukoharjo Regency, during the period of August–September 2025. The research aims to identify the learning difficulties experienced by slow-learner students and to analyze the strategies used by teachers to overcome these challenges through adaptive, structured, and student-centered interventions. Using a qualitative descriptive approach, data were collected through interviews, observations, and documentation involving classroom teachers, parents, and two slow-learner students. The findings indicate that slow-learner students experience difficulties in concentration, processing information, and completing tasks within the expected time. Teachers implemented several strategies such as chunking materials into smaller units, using key-point-based guidance, providing repeated instruction, and offering intensive mentoring through modified worksheets and individualized learning schedules. The study concludes that personalized learning support, consistent collaboration between teachers and parents, and the use of simplified key-point-based materials significantly help improve students' participation and understanding. These findings highlight the importance of adaptive learning services in ensuring inclusive and equitable education for slow-learner students.

Keywords: *Interactive Language Teaching; Indonesian Language Learning; Interaction; Literacy; Elementary School*

Abstract :

Penelitian ini mengkaji implementasi program layanan pembelajaran bagi siswa yang lambat belajar di SDN Kadokan 02, Kecamatan Grogol, Kabupaten Sukoharjo, selama periode Agustus–September 2025. Penelitian ini bertujuan untuk mengidentifikasi kesulitan belajar yang dialami oleh siswa yang lambat belajar dan menganalisis strategi yang digunakan oleh guru untuk mengatasi tantangan tersebut melalui intervensi adaptif, terstruktur, dan berpusat pada siswa. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan guru kelas, orang tua, dan dua siswa yang lambat belajar. Temuan menunjukkan bahwa siswa yang lambat belajar mengalami kesulitan dalam berkonsentrasi, memproses informasi, dan menyelesaikan tugas dalam waktu yang diharapkan. Guru menerapkan beberapa strategi seperti memecah materi menjadi unit yang lebih kecil, menggunakan bimbingan berbasis poin kunci, memberikan instruksi berulang, dan menawarkan pendampingan intensif melalui lembar kerja yang dimodifikasi dan jadwal belajar individual. Studi ini menyimpulkan bahwa dukungan

belajar yang dipersonalisasi, kolaborasi yang konsisten antara guru dan orang tua, dan penggunaan materi berbasis poin kunci yang disederhanakan secara signifikan membantu meningkatkan partisipasi dan pemahaman siswa. Temuan ini menyoroti pentingnya layanan pembelajaran adaptif dalam memastikan pendidikan inklusif dan adil bagi siswa yang lambat belajar.

Keywords: Pengajaran Bahasa Interaktif; Pembelajaran Bahasa Indonesia; Interaksi; Literasi; Sekolah Dasar

INTRODUCTION

Learning Indonesian in schools base own role strategic in form ability literacy students, good in aspect reading, writing, speaking, and listening (Kurniawan et al., 2020). At the level this, mastery skills speaking become foundation important for development academic students at the level furthermore (Djuningin, 2017). However Thus, the reality on the ground show that Lots student Still experience various obstacles, such as difficulty understand content text, less believe self in put forward opinion, until Not yet capable compile paragraph in a way coherent and logical (A. Siregar et al., 2023). One of the factor affecting condition the is a learning model that is still dominated teacher centered approach, where the teacher becomes center information temporary student play a role passive as recipient knowledge (Dafit & Mustika, 2021). Learning patterns like This result in interaction limited, creativity student No develop optimally, as well as the internalization process Language become not enough meaningful (Cahyono et al., 2022). Consequently, students' speaking skills are not optimally developed because opportunities for active language use remain minimal.

As response on problem In this regard , *Interactive Language Teaching* (ILT) is present as an approach that places interaction as the main core in the learning process Language (Nur et al., 2022). ILT emphasizes that ability speaking only can formed in a way effective through involvement active student in situation real and targeted communication (Dhuhani et al., 2020). In its implementation, teachers do not Again become the only one source information (Hadijah, 2020), but play a role as facilitator who creates dialogue, discussion, work space group, game language, until project collaborative facilitating student For each other interact and build meaning together (Pulungan, 2021). Through activities said , students given chance For use Language in various context so that mastery draft become more deep and trained in a way experience (John D. Bransford, Ann L. Brown, 2001).

Kagokan 02 Gatak Elementary School Sukoharjo is one of the schools that start adopt ILT approach in Indonesian language learning. This effort done as

part from innovation For increase quality learning at a time strengthen skills literacy student (Shabrina & Hikmah, 2023). Implementation of ILT in schools This No only change pattern classroom interactions, but also enriching experience Study student through activity fun and meaningful collaboration (Hadijah, 2020) . With Thus , ILT is believed to capable be an effective strategy in overcome challenge learning Indonesian at the same time push creation environment learn more communicative, creative, and student centered (Pulungan, 2021).

Based on this research gap, this study aims to analyze the implementation of Interactive Language Teaching in Indonesian language learning at Kagokan 02 Gatak Elementary School Sukoharjo and to examine its role in enhancing students' speaking skills. Specifically, this research seeks to describe learning activities based on ILT principles, identify students' responses during the learning process, and evaluate the contribution of ILT to the development of communicative competence in elementary school students.

RESEARCH METHOD

Research methods used in studies This is method descriptive qualitative purposeful give description deep regarding the implementation process *Interactive Language Teaching* (ILT) in Indonesian language learning at SD N Kagokan 02 Gatak Sukoharjo. Research implemented in August to September 2025, coinciding with with start of odd semester when the teacher starts develop learning strategies interactive in class. Subject study includes subject teachers Indonesian language lessons for class V and all over student class V, which consists of 27 people. The election subject done purposively based on need research and its relevance to implementation of the ILT model.

Data collection was carried out through observation, interviews, and documentation. Observation done in a way repeated on several occasions session learning For observe form teacher- student and student - student interactions, ILT strategies implemented, use of media, and response and activity student during activity ongoing. Interview deep done with teachers and some student For get greater understanding comprehensive about experience learning, perception towards ILT, and the challenges faced during the learning process. While that, documentation collected from RPP, photo activities, learning videos, sheets Work students, and products Study others that support the analysis process. All data is analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions (Miles, MB,

Huberman, AM, & Saldana, 2014). For ensure validity findings, research This use technique triangulation sources, triangulation techniques, and triangulation time, so that the data obtained more reliable, in-depth, and can accountable in a way scientific.

FINDINGS AND DISCUSSION

Findings

The results of research conducted in August – September 2025 showed that implementation *Interactive Language Teaching* (ILT) in Indonesian language learning at SD N Kagokan 02 Gatak Sukoharjo give impact positive to quality interaction class, activity students, as well as ability Language student in a way overall. Findings study obtained through observation class, teacher and student interviews, and analysis documentation learning.

Form of ILT Implementation in Learning

Based on classroom observations conducted over seven instructional meetings, teachers implemented Interactive Language Teaching (ILT) strategies in a systematic and consistent manner during Indonesian language instruction. *Pair work* and *group discussion* were the most frequently applied strategies, appearing in almost every meeting. Meanwhile, *role play*, *language games*, and *mini projects* were implemented periodically according to the learning objectives of each lesson.

Teachers also employed interactive learning media, including word cards, picture stories, and short videos. These media were used to stimulate students' initial responses, clarify learning contexts, and encourage active verbal participation during classroom activities.

Table 1. Implementation of ILT Strategy in Indonesian Language Learning

ILT Strategy	Forms of Observed Activities	Impact on Students	Observed Impact on Students
Pair Work	Constructing sentences, asking questions answer partner	Increase courage speak	Students initiated oral responses without teacher prompts and sustained short dialogues
Group Discussion	Identifying the main idea reading	Participation collaborative increase	More evenly distributed participation and increased peer-to-peer responses

Role Play	Acting out figure in story	Increase expression and trust self	Clearer verbal expression and improved use of intonation
Language Games	Guess the word, card sentence	Atmosphere Study more pleasant	Faster oral responses and more varied vocabulary use
Mini Project	Making posters and mini books	Push creativity and responsibility answer	Students explained their work orally in a more structured and coherent manner

These observational findings were supported by the classroom teacher's (Mr. C) statement: *"When students work in pairs or play language games, they become more willing to speak. Even those who were usually silent start to express their ideas."* A student (AMD) also commented: *"Learning through games and discussions makes it easier to speak because I'm not afraid of making mistakes."*

From the findings said, ILT is proven create atmosphere higher class lively and communicative. Students seen more active ask, respond opinion friends, and brave convey ideas in a oral and written.

Changes Activeness and Participation Student

Students' activeness and participation served as key indicators of the effectiveness of ILT implementation. Observation data indicated a gradual improvement in students' classroom engagement from the first to the final meeting. At the initial stage, many students appeared hesitant to speak, and discussions were dominated by a small number of students. However, as ILT strategies were applied consistently, student involvement became more widespread and balanced.

Table 2. Improvement Activity Student During ILT Implementation

Meeting	Indicator	
	Activeness (Scale 1-4)	Information
1	2.1	Student Still passive, discussion dominated a number of student
3	2.8	Start to be brave convey opinion, work group walk Good
5	3.4	Almost all student active, atmosphere Study more dynamic

7	3.7	Student enthusiastic, two- way interaction walk effective
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Scale 1-4:

1 = very passive,

2 = passive,

3 = active,

4 = very active .

One student (AMD) stated, *"Now I feel more confident presenting in front of the class because we often practice speaking in groups."* Overall, the results demonstrate increased student participation and interaction during ILT-based instruction. These findings indicate that ILT not only encourages active student engagement but also fosters a supportive learning environment that enhances learners' self-confidence and communication skills. The collaborative nature of ILT allows students to practice expressing ideas in low-anxiety settings, which gradually reduces fear of public speaking and promotes peer-supported learning. Interpretations regarding the effectiveness of ILT in creating a lively and communicative classroom atmosphere are further elaborated in the subsequent discussion section, where the findings are linked to relevant learning theories and previous studies.

Improvement Student Language Ability

Interaction-based learning provides wider opportunities for students to practice and develop their language skills in an active and meaningful way. Based on documentation and interview data, the implementation of the Interactive Learning Technique (ILT) resulted in noticeable improvements in students' language abilities, particularly in speaking, reading comprehension, writing, and collaboration.

In terms of speaking skills, the teacher identified as (ALT) explained that, in the initial condition, many students lacked confidence and tended to be passive during classroom activities. Teacher (ALT) stated, *"At the beginning, most students were hesitant to speak and were afraid of making mistakes. After the interactive learning activities were implemented, they became more confident and were able to deliver presentations more effectively."* This perception was supported by students' responses, as one student mentioned, *"Now we are more confident to speak in front of the class because we often participate in discussions and receive support from our peers."* These responses indicate a significant improvement in students' speaking confidence and performance.

Regarding reading comprehension, teacher (ALT) reported that many students initially struggled to identify the main ideas of a text. However, through group discussions and guided interaction, students demonstrated better understanding of reading materials. Teacher (ALT) explained, *“Through interactive discussions, students find it easier to understand the text and identify the main ideas accurately.”* Similarly, a student commented, *“Reading is easier now because we discuss the text together and can ask questions.”*

Improvements were also observed in writing skills, particularly in paragraph development. According to teacher (ALT), students’ initial writing was often disorganized and lacked logical flow. After the application of ILT, students’ paragraphs became more coherent and structured. Teacher (ALT) stated, *“Students’ writing is now more organized, with clearer ideas and better coherence between sentences.”* A student further confirmed this improvement by saying, *“Writing has become easier because we discuss ideas first before writing.”*

In addition to language skills, collaboration among students improved significantly. Teacher (ALT) noted that classroom interaction was minimal before the implementation of ILT, but became more active and cooperative afterward. Teacher (ALT) emphasized, *“The classroom atmosphere is more lively, and students actively engage in discussions and work cooperatively in groups.”* Students also expressed positive responses, stating that learning activities were more enjoyable due to increased interaction and cooperation.

Overall, these findings demonstrate that the Interactive Learning Technique (ILT) not only enhances classroom interaction but also produces tangible academic impacts on students’ language development, particularly in speaking, reading comprehension, writing skills, and collaborative learning.

Teacher and Student Responses against ILT

The teacher reported that Interactive Language Teaching (ILT) contributed to a more dynamic and enjoyable classroom atmosphere, particularly by increasing students’ willingness to participate in learning activities. One teacher stated, *“Through interactive activities such as discussions and games, the classroom becomes more lively, and students are more confident to speak without waiting to be called on.”* This response indicates that ILT not only affects classroom atmosphere but also supports the creation of a learning environment that encourages active verbal engagement.

In contrast, students emphasized the impact of ILT on their learning experience and comprehension of the material. Several students reported that

interactive learning reduced boredom and helped them understand lessons more easily because they were directly involved in learning activities. As one student expressed, *“Learning through games and group discussions makes it easier to understand the lesson because we can practice and experience it directly.”* Another student added, *“I don’t feel bored anymore because we can talk, play, and work together during the lesson.”* These statements reflect students’ positive emotional and cognitive responses to ILT-based instruction.

The differing perspectives of teachers and students suggest that ILT functions at multiple levels: for teachers, it facilitates classroom management and participation, while for students, it enhances motivation, engagement, and comprehension through experiential learning. These findings are consistent with previous studies which report that interaction-based language instruction increases student motivation and promotes deeper understanding by involving learners actively in the learning process (Nugraha, 2025). Moreover, similar to the findings of (Duhani et al., 2020) this study confirms that interactive strategies foster a supportive learning environment that encourages students to communicate more confidently.

Overall, the positive responses from both teachers and students indicate that ILT is not only effective in improving classroom interaction and learning experiences but also has strong potential to be implemented sustainably in Indonesian language learning contexts, particularly at the elementary school level.

Discussion

The findings of this study support established theories of language acquisition which emphasize interaction as the core of effective language learning. From an interactionist perspective, language development occurs not merely through exposure to input, but through active engagement in meaningful communication that allows learners to negotiate meaning, test hypotheses, and receive feedback. In this context, interaction functions not only as a medium for transmitting information, but also as a mechanism for constructing understanding, practicing language use, and creating contextualized learning experiences.

The implementation of Interactive Language Teaching (ILT) in this study facilitated students’ active use of language in authentic situations through dialogue, group discussions, role play, and other collaborative activities. Rather than positioning students as passive recipients of knowledge, ILT engaged them

directly in the process of meaning-making through two-way communication and practice-based tasks. This finding aligns with interactionist and communicative language teaching theories, which argue that language competence develops most effectively when learners are involved in purposeful communication that reflects real-life language use.

Moreover, the observed improvement in students' speaking performance can be explained through the affective dimension of ILT. Strategies such as group discussions, language games, and role play created a supportive learning environment that reduced anxiety and increased students' confidence to express ideas orally. As noted by Purba and Saragih (2023), interactive activities contribute not only to linguistic development but also to the enhancement of social skills, including cooperation, empathy, and active listening. These social competencies function as enabling conditions that support students' willingness and ability to participate in communicative tasks.

Beyond language acquisition, the findings also reinforce the relevance of interaction based learning to 21st-century literacy competencies, particularly communication, collaboration, creativity, and critical thinking. ILT provides opportunities for students to practice these competencies through activities that require analysis, problem-solving, and creative expression. Consequently, Indonesian language learning shifts its focus from the mastery of linguistic structures alone toward the development of broader literacy skills that are responsive to the demands of the digital and knowledge-based era (Purba & Saragih, 2023).

Despite these positive outcomes, this study also identified several challenges in implementing ILT, including time management constraints and differences in students' participation levels. Students with lower reading abilities or introverted learning styles required more intensive scaffolding to engage effectively in interactive activities. Additionally, maintaining a consistently conducive classroom atmosphere during high-interaction sessions posed challenges for teachers. These findings are consistent with previous research highlighting the need for careful instructional planning in interactive learning environments (TM Siregar et al., 2024)

Nevertheless, these constraints can be addressed through well-structured lesson planning, strategic grouping, and the selection of activities aligned with students' characteristics and abilities. With adequate preparation and pedagogical flexibility, ILT can be implemented in a consistent and sustainable

manner, making it an effective approach for enhancing students' language and literacy development at the elementary school level.

CONCLUSION

This study demonstrates that Interactive Language Teaching (ILT) effectively improves the quality of Indonesian language learning at the primary school level by fostering a more communicative, participatory, and student-centered classroom environment. The implementation of interactive strategies such as pair work, group discussions, role play, and mini projects enhances students' engagement and supports the development of speaking, reading comprehension, and writing skills, while also increasing motivation and self-confidence.

The findings imply that ILT can serve as a practical and sustainable instructional approach to strengthen literacy development and classroom interaction in primary education. Teachers are encouraged to integrate interactive language activities into daily instruction, and schools should support ILT implementation through curriculum alignment and professional development. Future studies may further explore the long-term impact of ILT across different educational contexts.

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