ELEMENTARY SCHOOL STUDENTS' PERCEPTION OF INTERACTIVE LECTURE METHOD IN ENGLISH TEACHING IN ASAHAN

Sahmiral Amri Rajagukguk,* Diah Safithri Armin, Anggun Siska Pratiwi
Universitas Islam Negeri Sumatera Utara
Email: sahmiralamri@gmail.com, diahsafithriarmin@uinsu.ac.id,
anggunsiskapratiwi971@gmail.com

Abstract

This study examines elementary school students' perceptions of the interactive lecture method of teaching English in SDN 015860 Rawang Baru, Asahan. The background of this study is the need for more effective and engaging teaching methods compared to conventional methods, which often lack active student participation. The purpose of this study was to explore how students experienced the interactive lecture method and its impact on their understanding of English. Qualitative methods were used, with data collected through interviews with eight pre-selected students. The findings showed that students responded positively to the method, felt more motivated, learned faster and found English easier to understand. The implications of this study suggest further development in the application of this method in the elementary school curriculum, especially in rural areas.

Keywords: *Interactive lecture method; elementary school students' perceptions; English learning.*

Introduction

The teaching of English in elementary schools plays an important role in laying the foundations of students' language skills. Effective teaching methods are needed to improve students' understanding of English, especially in areas where English is not an everyday language. In Indonesia, traditional approaches to teaching English are often used. This teaching method often seems to be less interesting to students, especially elementary school students (Maili & Hestiningsih, 2017). However, more interactive approaches, such as the interactive lecture method, are beginning to gain attention for their ability to actively engage students in the learning process (Muhammad, 2022).

The lecture method is an oral explanation and narration by the teacher in front of the students and the class (Hidayati, 2022). According to Anggeraini (2018), interactive teaching puts students at the center of learning through a series of learning activities. Students pay more attention to what they have learned, not just what is taught by the teacher. Its effect on learning is better than traditional teaching approaches. The interactive lecture method provides an approach that combines the delivery of information with active student participation, which is believed to increase student engagement and understanding in learning.

---

* Correspondence Author

Many previous studies have discussed the effectiveness of the lecture method in improving student learning outcomes, but few have focused on elementary school students' perceptions of the interactive lecture method in the context of teaching English in rural areas. This study attempts to fill this gap by exploring the perceptions and impressions of students in Asahan. This study aims to investigate elementary school students' perceptions of learning English using interactive teaching methods. Through thematic analysis, this research will determine how students perceive the interactive lecture method, whether they feel more engaged, and how this method affects their comprehension of English materials.

Research Method

In this study, a qualitative method was used to investigate students' perceptions of English language teaching using the interactive lecture method. The qualitative research method is a method used to answer research questions related to data in the form of narratives derived from interview activities, observations, and document extracts (Wahidmurni, 2017). The qualitative approach was chosen because it allows the researcher to explore the experiences and views of the research subjects in more depth.

Data were collected through in-depth interviews with eight selected students from the fifth grade of SDN 015860 Rawang Baru. These students were previously taught using conventional teaching methods, and then studied English using the interactive lecture method for one week. After one week, each student was interviewed individually with questions designed to explore their feelings towards the method, whether they felt the method helped accelerate English learning, and whether they hoped the method could be used in the future.

Data analysis was carried out using the method of thematic analysis. Thematic analysis is a way of analysing data with the aim of identifying patterns or finding themes through the data collected by the researcher (Braun & Clarke, 2019). Each interview was recorded, transcribed and then analysed to identify the main themes that emerged from the students' responses. Thematic analysis was chosen because it can reveal recurring patterns in students' perceptions and experiences, as well as provide a comprehensive picture of the effectiveness and acceptability of the interactive lecture method in teaching English in elementary schools. The results of this analysis will form the basis for the formulation of research conclusions and recommendations.

Result

Based on the results of interviews conducted with eight outstanding students from Grade 5 of SDN 015860 Rawang Baru, it was found that the interactive lecture method had a significant positive impact on their perceptions of English learning. All the students reported positive feelings such as being happy, enthusiastic and not bored during the learning process. The use of this method, which involves a lot of interaction,

games and a variety of activities, makes students more motivated and focused on learning. This shows that the interactive lecture method succeeded in creating a fun and interesting learning atmosphere for the students.

No	Question	Keywords	Theme
1	What feelings did you have while learning English using this method?	Happy, Enthusiastic, Not Bored	Positive Feelings
2	Do you feel that you are learning English faster using this method?	Faster, Practice, Interaction	Faster Learning
3	Do you hope to learn English using this method in the future?	Want to Continue, Fun, Easy to Understand	Desire to Continue Method
4	Do you feel that English is not difficult with this method?	Easier, Simpler, Practice	Less Difficulty

Table 1. Results of Thematic Analysis of Student Perceptions through Interviews

Students also feel that they learn English faster with this method. The direct interaction with the teacher and peers, as well as the opportunity to actively practise English, makes students understand the material faster. Most of the students said that they were able to remember English vocabulary and concepts more quickly because of the frequent practice and question-and-answer sessions. This indicates that the interactive lecture method not only increases students' motivation, but also effectively accelerates their learning process.

The interviews also revealed that all the students hoped to continue learning English using the interactive lecture method in the future. They felt that this method was easier to understand, especially because the explanations were simpler and there were many exercises to help them overcome learning difficulties. Therefore, it can be concluded that the interactive lecture method successfully reduced the students' difficulties in understanding English and encouraged them to be more active and confident in learning. These overall results show that the interactive lecture method has great potential to be used more widely in the teaching of English in elementary schools.

Discussion

The results of this study show that the interactive lecture method successfully creates a more interesting and effective learning environment for elementary school students learning English. The positive perceptions shown by all the students interviewed confirmed that this method provides a more enjoyable learning experience compared to conventional teaching methods. This finding is in line with the view (Rajagukguk et al., 2024) that interactive teaching is able to put students at the centre of learning, which has an impact on increasing students' involvement and attention

during the learning process. In this context, the interactive lecture method was found to be able to overcome the problem of low interest in learning that often occurs in English language teaching at elementary school level, especially in rural areas.

In addition to creating a more enjoyable learning atmosphere, the interactive lecture method also proved effective in accelerating students' understanding of the English materials. Students felt that they mastered vocabulary and concepts faster because of the direct interaction with the teacher and peers, as well as the opportunity to practice what they had learned. This supports previous research by (Saraswati et al., 2020) that teaching methods that involve active interaction can speed up the learning process. The findings also highlight the importance of practical practice and discussion in language learning, which not only improves students' understanding, but also helps them to overcome fears or awkwardness in using English.

The results of this study also show that students have a strong expectation of continuing to learn English using the interactive lecture method in the future. This desire reflects that this method is not only effective in the short term, but also has the potential to have a long term impact on the students' learning process. According to Rihlah et al. (2022), confidence is one of the key factors that can make students not feel nervous and pessimistic about learning English. The students' desire to continue using this method also shows that they feel more confident in understanding and using English, which is an important aspect of language learning. In this regard, the interactive lecture method has proven its ability to make learning English easier to understand and more enjoyable, which in turn can increase students' motivation to learn.

In terms of the difficulty of learning English, the interactive lecture method has also been shown to reduce the level of difficulty felt by students. Simpler explanations and the opportunity to ask questions directly when they encounter difficulties give students the space to understand the material better. This finding is relevant to the theory (Fahim & Seidi, 2013) that the lecture method, when combined with an interactive approach, can reduce the learning barriers that students often face. In this context, the interactive lecture method serves not only as a means of delivering material, but also as a tool to effectively diagnose and address students' learning difficulties.

Overall, the results of this study provide strong evidence that the interactive lecture method has great potential to be used more widely in English language teaching in elementary schools, especially in rural areas such as Asahan. This method not only increases students' interest and engagement, but also accelerates their comprehension and reduces their difficulties in learning English. Thus, the implementation of this method can be an important step in the effort to improve the quality of English language teaching in Indonesia, especially at the elementary school level. The results of this study also highlight the need for further research to explore the long-term effects

of this method and how it can be integrated with other teaching approaches to achieve more optimal results.

Conclusion

The conclusion of this study shows that the interactive lecture method has a significant positive impact on elementary school students' perceptions of learning English. Students feel happier, more motivated and able to learn faster with this method compared to conventional teaching methods. In addition, the method was found to be effective in reducing students' perceived difficulties in understanding English materials. Based on these findings, it is recommended that the interactive lecture method be used more widely in English language teaching in elementary schools, especially in rural areas. Future research could explore the long-term effects of this method and how it can be integrated with other teaching methods to improve students' learning outcomes more thoroughly.

References

Anggeraini, Y. (2018). Interactive Teaching: Activities and the Use of Technology in EFL Classroom. *Journal of Language and Literature*, *13*(1), 960–968. http://dx.doi.org/10.1016/j.sbspro.2013.06.179

Braun, V., & Clarke, V. (2019). Thematic analysis revised. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

Fahim, M., & Seidi, A. (2013). Interaction and interactive english teaching in the high school level. *Theory and Practice in Language Studies*, *3*(6), 932–937. https://doi.org/10.4304/tpls.3.6.932-937

Hidayati, H. (2022). Belajar Pembelajaran Dalam Metode Ceramah. *Thesis Commons*, 2–3. https://files.osf.io

Maili, S. N., & Hestiningsih, W. (2017). Masalah-Masalah Pembelajaran Bahasa Inggris Pada Sekolah Dasar. *Media Penelitian Pendidikan : Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, *11*(1), 54–62. https://doi.org/10.26877/mpp.v11i1.2607

Muhammad, A. (2022). *Siswa Dalam Pengusaan Bahasa Inggris*. *01*(01), 39–41.

Rajagukguk, S. A., Armin, D. S., & Batubara, A. A. H. (2024). Pengaruh Metode Ceramah Interaktif Terhadap Kompetensi Bahasa Inggris Siswa Sekolah Dasar di Asahan. *JIP: Jurnal Ilmu Pendidikan*, *2*(9), 1495–1502. https://jip.joln.org/index.php/pendidikan/article/view/82

Rihlah, J., Rulyansah, A., & Budiarti, R. P. N. (2022). English is Fun: Pelatihan Bahasa Inggris untuk Siswa Sekolah Dasar. *Indonesia Berdaya*, *3*(3), 541–546. https://doi.org/10.47679/ib.2022255

Saraswati, W., Budiman, M. A., & Rahmawati, I. (2020). Pembelajaran Bahasa Inggris Di Sd Negeri Petompon 01 Semarang. *Js (Jurnal Sekolah)*, *4*(4), 85. https://doi.org/10.24114/js.v4i4.20616

Wahidmurni, W. (2017). *Pemaparan Metode Penelitian Kuantitatif*. 1–17. http://repository.uin-malang.ac.id/1984/