Al Manar: English and Arabic Journal *e-ISSN: 2714-6200, p-ISSN:2086-4841*
DOI: 1024014/al-manar.*v13.i2.36931* Vol.16. No.2 Mei-Agustus 2025

Using Interactive Learning Strategies on Students' Procedural Text Writing Skill

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Received : *12-05-2025* *Revised* : *09-07-2025*
Accepted : *20-07-2025* *Publication* : *21-07-2025*

Abstract

Various strategies have been implemented by the teachers to increase students' English achievement especially in writing skill. However, the students' result are still far from the expectation. The objective of this research was to investigate the effect of using the Interactive Learning Strategy toward students' writing skill. This study investigated students' writing skills, both before and after, and the significant differences after using Interactive Learning Strategies. This research is categorized as pre-experimental, involving one class as a treatment class. For this study, samples were collected through purposive sampling techniques, which consisted of sixteen students. Eighth-grade students of SMP Negeri 4 Merbau Island were involved in this study. Data were analyzed using SPSS version 23. The researchers applied the Wilcoxon marked rating test to evaluate the data. The results showed a wide difference in students' writing skills before and after implementing the Interactive Learning Strategy, with pre-test gains of 6.25% and post-test gains of 68.0%. Based on Wilcoxon's marked rating test, it shows that Ha is acceptable because sig(2-tailed) = 0.000. The basis for decision-making for Ha is significant (sig < 0.05), while H0 is significant (sig > 0.05).

Keywords: Interactive Learning Strategies; Writing Skills

INTRODUCTION

Writing is one of the most important skills for academic achievement. Writing is especially important for students when they need to take notes from their teachers, write reports, or complete schoolwork. Writing is the representation of ideas and thoughts into written language, which serves as a document and nurture of information, thoughts, and experiences. Writing basically needs to be learned because it is a language skill. Writing is also used as a reinforcement, language development, and learning style.[1]

[1] Harmer, J. *How to Teach English.* © Pearson Education. (1998)

Students must have the necessary grammar and vocabulary to convey their thoughts in writing is another requirement. Only five written texts are studied in the high school English curriculum: report, procedural, descriptive, and narrative texts. One of the learning resources used in this study at the junior high school level is procedural texts.[2]

A procedural text is a document that outlines the steps required to complete a task. It is a process text as a document that includes manual steps, recipes, game rules, instructions for making things, and other instructions that are often used in everyday life. In general, a low student learning outcome score indicates a state in the learning process that can be attributed to difficulties in producing procedural texts.[3]

SMPN 4 Merbau Island is a junior high school located in Batang Meranti Village, Meranti Islands District. As one of the formal institutions in the local community, the curriculum used in this school is the 2013 curriculum. This will be an important aspect for students to be able to understand English; The number of students in class VIII is 16.

English teaching at this school follows the 2013 curriculum. Since 2013, Indonesia has used the 2013 curriculum as its national curriculum. By improving the current education system, this curriculum is enforced to improve the standard of education in Indonesia. To increase students' enthusiasm and interest in the learning process, the 2013 curriculum places great emphasis on more creative, active, and fun learning. In school, the eighth-grade graduation score is 73.

According to preliminary studies conducted through interviews with English teachers, several learning strategies have been used by English teachers to improve students' writing. One of them is problem-based learning (PBL). According to Barrows (1986) PBL is a learning approach that uses real problems as a learning context, while according to Dolmans and Schmidt (2006) PBL is a learning approach that focuses on problem solving and the development of critical thinking skills, as well as integrating knowledge and skills, but there are still many students who are inactive and have difficulty in writing. The difficulty of students is in making sentences with correct grammar and also in developing ideas into writing, which is caused by the lack of vocabulary of students. Procedural text was one of the text which has been ever given to be written by the students.

Considering this phenomenon, researchers need to intervene by implementing new strategy that teachers have never done. In this case, the researchers chose Interactive Learning Strategy because in this strategy there is a process of discussion or interaction between teachers and students, students and students, and students and the environment. In the interactive learning process, all parties involved interact with each other, making the learning process more lively. In line with that this strategy focus on questions asked by students as their central characteristic by exploring the questions asked by students.[4] Besides, an interactive learning strategy is a process that allows students to actively involve themselves in the entire learning process, both mentally and physically.

There was a previous study related to the use of Interactive Learning Strategies on students' writing skills conducted by Annisa Putri Cahyani (2023). Examining how using interactive learning strategies affects students' writing skills is one of the similarities of the research. The research findings show that students' writing skills are significantly influenced by the use of interactive learning strategies. As a result, researchers were motivated to choose

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[2] Fitriani, et.al. *Improve students' descriptive text writing by using writing in the Here and Now strategy in tenth grade vocational school students.* International Journal for Educational and Vocational Studies. (2019)

[3] Derewianka & Baverly. *Trends and Issues in Genre-Based Approaches,* Australia: Sage Publications.(2003)

[4] Majid. A. *Strategi Pembelajaran.* Bandung: PT. Remaja Rosdakarya (2013)

this topic because, according to the findings of previous research, students' writing skills improved significantly after applying interactive learning techniques. Unlike the first study, which used only one class, this one uses a different design.[5]

The novelty of this research lies in the application of interactive learning strategies to improve the ability to write procedural texts in certain contexts, namely in small classes with 16 students at SMPN 4 Merbau Island, which enriches the literature on English learning in schools with limited resources. This study used a pre-experimental design of a single-group pretest-posttest and statistical analysis of a Wilcoxon-marked rating test, which made a methodological contribution in evaluating the effectiveness of interactive learning strategies in a small sample. In addition, the study specifically focuses on procedural texts, which have been relatively rarely explored in previous research, as well as integrating interactive strategies with collaborative approaches and hands-on feedback, thus offering a new perspective in the teaching of genre-based writing. The findings of this study also strengthen and expand the application of interactive learning theory in the context of Indonesian education, especially in the 2013 curriculum which emphasizes active and creative learning.

The research question "Are there significant differences before and after using interactive learning strategies on students' procedural text writing ability?" will be investigated by applying several meetings, including pre and post-test.

METHOD

This research uses an experimental design. In an experimental study, researchers controlled for other related factors, modified at least one independent variable, and then examined their impact on one or more dependent variables.[6]

This study employed a pre-experimental design which was one-group pretest- posttest design. It involved one group which was pretested, exposed a treatment and posttested.[7] For the current research pre-experimental design, one group completed the pre-test and post-test. The design of a pretest-posttest group involves pre-testing (O), treating (X), and then post-testing (O). The researchers used a pre-experimental design with a pre-test and post-test of one group to see how students' writing skills changed when they used interactive learning techniques in a single class.

The following is one way to present a research design:

$$0_1 X\ 0_2$$

(Illustrated by Gay et al., 2012)

Note:

O_1: Pre-tests are administered before the researchers teach using interactive learning strategies to measure students' writing ability before being administered treatment

X: Treatment was given to the researcher using interactive learning strategies in the writing of the procedure text.

O_2: Post-test is administered after the researchers teach using interactive learning strategies to measure students' writing ability after being treated.

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[5] Putri Cahyani, Annisa. *The implementation of interactive learning strategies to improve students' writing achievement of procedure text at the third grade of smp n 1 Dente Teladas.* Faculty of Teacher Training and Education, University of Lampung. (2023)

[6] Gay, L.R., Mills, G.E., and Airasian, P.W. *Educational Research: Competencies for Analysis and Application*. 10th edition, Pearson, Upper Saddle River. (2012)

[7] Wahyudi et.al. *Using Pecha Kucha Presentation in Teaching English Speaking: A Pre-Experimental Study on Islamic Senior High School Students.* Al Manar: English And Arabic Journal (2024)

The total population of eighth-graders is 16 students in one class. Because the school had only one class, consisting of 16 students, the researchers took all the students as samples for the study. In other words, total sampling is a sampling technique. In addition, pre-experimental research also requires one class only to provide pre and after tests and perform treatments.

Tool

The test serves as a tool to gather information about students' writing proficiency in this study. "A test means a method to measure a person's ability, knowledge, or performance in a particular domain.[8] Both pre-test and post-test are given to determine students' proficiency in compiling procedural texts.

Pre-tests

The researchers conducted pre-tests to experimental classes to collect data. To ensure students' writing proficiency, pre-tests are given. This is given before therapy at the initial consultation. Students are given 35 minutes to generate paragraphs as part of the test, which is in the form of commands to generate procedural text. Students were given question papers by the researchers. Before giving the pre-test to the students, the researchers gave a brief introduction and explained the purpose of the study.

Post-tests

Students who find the same question on the first exam are given a post-test after therapy. It attempts to determine if there is a change in student learning outcomes by utilizing interactive learning strategies both before and after therapy. Students have thirty-five minutes to complete the response sheet for the process text. To determine students' writing skills before and after using the interactive learning approach, pre-test and post-test results were compared.

Data Analysis

The data will be statistically analyzed to see if the adoption of interactive learning methodologies has a significant influence on students' procedural text writing skills. The researchers assessed the data using pre-test and post-test scores, as well as the Wilcoxon Signed Ranks Test. A nonparametric statistical hypothesis test called the Wilcoxon Signed Ranks Test is used to compare two related samples and determine the differences. Pre-test and post-test experimental design are examples of applications for this method. In addition, SPSS version 23 is used to analyze the data.

The statistical hypothesis is:

1. If the value of sig. (2-tailed) less than 0.05, indicating a significant change in students' writing skills before and after utilizing interactive learning techniques, hence Ha was accepted.

[8] Brown, H. D. *Teaching by Principles; and Interactive Approaches to Language Pedagogy*. San Francisco: Pearson Education. Inc. (2001)

2. If the value of sig. (2-tailed) greater than 0.05, hence H0 is accepted, and no changes were seen in students' writing skills before and after using interactive learning techniques.

RESULTS AND DISCUSSION

Result

The researchers provided information on students' pre-test writing scores, obtained before the student received therapy, to address the research problem.

1. Descriptive Analysis

a. Pre-test results

Before starting treatment, the researchers used the first meeting to measure students' writing proficiency by conducting a pre-test. When comparing students' writing scores before and after the intervention, this improvement serves as evidence. Before the use of interactive learning strategies, the average score of students was 60.68. Therefore, the table below shows the average writing scores of students in process texts before they are taught using interactive learning strategies:

Table 1.
Student Pre-Test Scores

Not	Student	Assessor 1	Assessor 2	Final Score
1	Sebuah	61	62	61
2	B	60	63	61
3	C	60	61	60
4	D	60	60	60
5	And	60	60	60
6	F	60	60	60
7	G	60	61	60
8	H	60	61	60
9	I	60	62	61
10	J	60	60	60
11	K	70	60	65
12	L	60	61	60
13	M	63	61	62
14	N	60	60	60
15	O	60	62	61
16	P	60	60	60
		974	974	971
		60,87	60,87	60,68

The researchers found, based on Table 1, that the average score of Rater 1 was 60.87, while the average score of Rater 2 was 60.87. The average pre-test score was 60.68 at the time.

Table 2.
Pre-Test Distribution Frequency Score

Saw	Frequency	Percent	Applicable Percentages	Cumulative Percentages
60	10	62.5	62.5	62.5

61	4	25.0	25.0	87.5
62	1	6.25	6.25	93,75
65	1	6.25	6.25	100
Entire	16	100	100	

Ten students received a score of 60 (62.5%), while four students had a score of 61 (25.0%), according to Table 2, which shows the frequency of students' pre-test results. Two students received scores of 62 (6.25%) and 65 (6.25%) respectively.

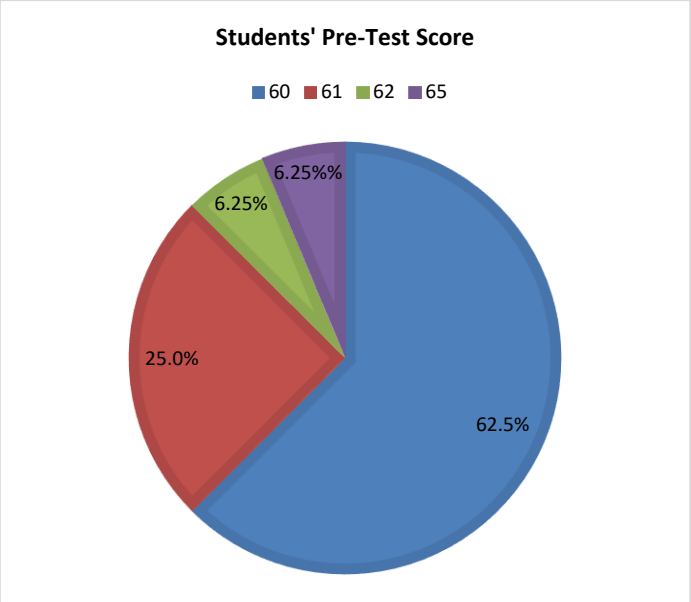

Figure 1. Pre-Test Frequency Score Percentage

Based on Figure 1, it can be seen that 62.5% of students got 60 with the categorization of "sufficient", 25.0% of students got 61 with the category "sufficient", 6.25% of students got 62 with the category of "sufficient", and 6.25% of students got 65 with the category of "sufficient".

Table III.
Pre-Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation
To the Valid N (Listwise)	16 16	60	65	62.5	1.302

According to the pre-test descriptive statistics, the average score is 62.5, the standard deviation is 1,302, the highest score is 65, and the lowest is 60, as shown in Table 3.

Table 4.
Classification of Student Pre-Test Scores

Yes	Category	Shoes	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	66-79	-	-

3	Enough	56-65	16	100%
4	Less	40-55	-	-
5	Poor	0-39	-	-
	Entire		16	100%

Table 4 shows that no student received a score of 80-100 in the "Excellent" category. In the "adequate" category, 16 students received scores ranging from 56 to 65. As a result, it can be said that most children's pre-test scores fall within the "Sufficient" range.

b. Post-test results

The researchers examined the post-test data after examining the pre-test data. The following table shows the data:

Table 5.
Student Post-Test Scores

Yes	Student	Assessor 1	Assessor 2	Final score
1	Sebuah	70	68	69
2	B	80	62	71
3	C	76	64	70
4	D	73	70	71
5	And	66	73	69
6	F	63	65	66
7	G	71	62	66
8	H	75	64	69
9	I	75	64	69
10	J	70	63	66
11	K	65	64	64
12	L	80	62	71
13	M	63	72	67
14	N	82	62	72
15	O	83	62	72
16	P	70	70	70
		1.162	1.047	1.102
		72,62	65,43	68,87

The researchers found that the average score determined by assessor 1 was 72.62, while the average score determined by assessor 2 was 65.43, based on Table 5. After that, the average post-test score was 68.87.

Table 6.
Post-Test Distribution Frequency Score

Saw	Frequency	Percent	Applicable Percentages	Cumulative Percentages
64	1	6,25	6,25	6,25
66	3	18,75	18,75	25,00
67	1	6.25	6.25	31,25
69	4	25,00	25,00	56,25
70	2	12,5	12,5	68,75
71	3	18.75	18.75	87,5
72	2	12.5	12.5	100
Entire				

According to Table 6 which shows the frequency of students' post-test results, one student got a score of 64 (6.25%), while three students got a score of 66 (18.75%). One student received a score of 67, or 6.25 percent. Four students received a score of 69, or 25.00 percent. Two students received a score of 70 (12.5%). Two students scored 72 (12.5%), while three students scored 71 (18.75%).

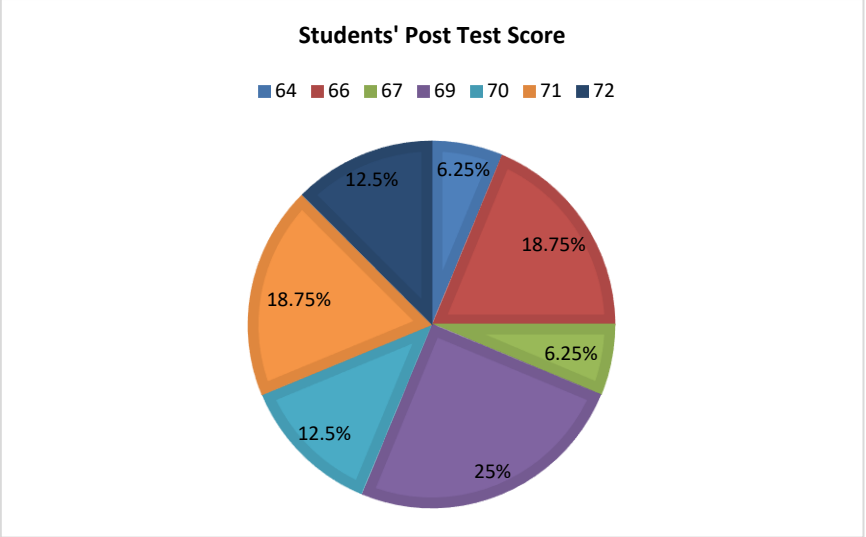

Figure 2. Post-Test Frequency Score Percentage

Based on Figure 2, it can be seen that 6.25% of students got 64 in the "Good" category, 18.75% of students got 66 in the "Good" category, 6.25% of students got 67 in the "Good" category, 25.00% of students got 69 in the "Good" category, 12.5% of students got 70 in the "Good" category, 18.75% of students got 71 in the "Good" category, and 12.5% of students got 72 in the "Good" category.

Table 7.
Post-Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation

To the	16	64	72	68	2.707
Valid N (Listwise)	16				

According to the post-test descriptive statistics, the average score is 68.00, the standard deviation is 2.707, the highest score is 72, and the lowest is 64, as shown in Table 7.

Table 8.
Classification of Student Post-Test Scores

Yes	Category	Shoes	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	66-79	15	93.75
3	Enough	56-65	1	6.25
4	Less	40-55	-	-
5	Poor	0-39	-	-
	Entire		16	100%

Table 8 shows that 15 students had a score between 66 and 79 in the "Good" category, while 1 student received a score between 56 and 65 in the "Good" category. As a result, it can be said that most of the students' post-test results fall into the "Good" range.

2. Statistical Analysis

a. Normality test

The purpose of the normality test is to ascertain whether the data of each variable is distributed normally or not. The Shapiro-Wilk test is used for normality tests. SPSS version 23 was used to conduct the normality test, and the results are shown in the table below.

Table 9.
Description of Students' Pre-Test and Post-Test Scores

	N	Minimum	Maximum	Mean	Std Deviation
To the	16	60	65	62,5	1.302
Post-tests	16	64	72	68.0	2.707
Valid N (in the direction of the list)	16				

According to Table 9, the student's pre-test average score was 62.5, and the post-test average score was 68.0, with a standard deviation of 2.707. The minimum pre-test score is 60, while the minimum post-test score is 64. The minimum pre-test score is 65, while the minimum post-test score is 72.

b. Wilcoxon rating test

Next, to determine if there was a difference, the researchers used Wilcoxon's signature rating test. This can be seen as follows:

Table 10.
Wilcoxon Signs Rating Test

	Post-tests-

	Prates
Z	-7.875b
Asimpa. Sig.(2-berekor)	.000

Table 10 shows that since the sig (2-tailed) value is 0.000, the findings suggest that Ha is acceptable. We can conclude that 0.000 is less than 0.05. A significant value (sig < 0.05) is accepted as Ha, while a significant value (sig > 0.05) is accepted as H0.

Finally, after using interactive learning techniques, the writing ability of eighth-grade students of SMPN 4 Merbau Island increased compared to before. As a result, there was a substantial difference in students' abilities before and after using interactive learning techniques with eighth-grade students at SMPN 4 Merbau Island.

DISCUSSION

Data shows that using interactive learning strategies can improve students' writing skills. It is evident that students' writing skills improve after being taught using interactive learning techniques. Before being taught using interactive learning techniques, all students were classified as "Sufficient" with a percentage of 100.00%. Based on his explanation, it is possible to assume that the student's pre-test is categorized as "Adequate". This is in line with findings that show that interactive writing strategies are effective in helping students improve their writing skills.[9] In addition, it revealed that interactive feedback significantly affects EFL students' writing abilities, emphasizing the importance of careful planning and preparation in providing effective feedback. [10] Thus, interactive learning strategies not only improve students' writing skills but also strengthen their understanding through active engagement and constructive feedback.

However, after adopting the interactive learning technique, it was found that there were 15 students classified as "Good" with a percentage of 93.75%. Then there is one child who is rated as "Adequate" with a percentage of 6.25%. Students' post-test results are categorized as "Good" based on the explanations provided. The researchers determined that after utilizing interactive learning techniques, students' writing skills improved to the "Good" category, with only one student falling into the "Good" group.

These findings confirm that interactive learning strategies significantly improve students' writing skills. This is in line with that interactive learning strategies are more effective than traditional methods in improving students' academic achievement in learning English. The study used a pre-test and post-test experimental design in the control and treatment groups, and the results showed that the group that taught using interactive techniques outperformed the control group in the post-test group. Thus, the application of an interactive learning approach not only improves students' writing skills but also enhances their knowledge through active engagement and positive feedback.[11]

Data analysis using Wilcoxon-marked grading tests revealed significant changes in students' writing abilities before and after applying interactive learning techniques. The experimental group assumed a null hypothesis if Asymp. The Sig. (2-tailed) value is < 0.05, as shown by Wilcoxon's post-test and pre-test results. The null hypothesis will be refuted if the Asymptotic Sig. (2-tail) value is greater than 0.05. The results of the Wilcoxon test showed that the level of asymptomatic significance (two tails) was 0.000. The hypothesis is acceptable in

[9] Hidayati, H.. *The Effectiveness of Using Interactive Writing in Teaching Writing*. Journal of Linguistics and ELTs, 3(2), (2019), pp.18-30

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[11] Bibi, N., Habib, M., & Ishaque, M. M. *The Influence of Interactive Instructional Strategies on English Language Learning on Academic Achievement at the Postgraduate level.* Journal of Contemporary Trends and Issues in Education, *2*(2), (2023) pp. 1-17

experimental classes when pre-tests and post-tests are given, because 0.000 is less than 0.05. This shows that students' writing skills improve both before and after teaching using interactive learning techniques. These findings are consistent with Jubhari's research, which found that contextual learning strategies significantly improved the narrative writing skills of EFL Indonesian students, with a p value of 0.000 below the Wilcoxon Signed Rank test. [12] According to the Wilcoxon Signed Rank test, students' writing ability improved by a p value of 0.000 when they used a daily journal as a learning tool.[13] This study shows that students' writing skills are improved when interactive learning strategies are used.

Based on the explanation above, there is a good contribution to the achievement of teaching writing skills. The students' writing skills in this study were successful and significantly improved after being taught using interactive learning strategies. Interactive learning strategies are one of the learning strategies to help students acquire new vocabulary. Interactive learning strategies make a positive contribution to improving students' writing skills.

The application of this strategy not only improves writing skills but also enriches students' vocabulary acquisition It significantly improves seventh-grade students' vocabulary knowledge, including understanding the meaning of words, word usage, and context clues. In addition, in their study found that interactive vocabulary techniques were effective in improving vocabulary mastery of seventh grade students at MTs Negeri 3 Muara Enim, with the results of the t-test showing a significant improvement after the application of the technique.[14] Thus, interactive learning strategies not only strengthen students' writing abilities but also enrich their vocabulary, which is an important component of overall language mastery.

After applying interactive learning strategies in writing, there are several benefits that students can get from writing. First, interactive learning strategies can help students more easily make key ideas about what they are writing. The main ideas in each sentence become more organized and clear, and make them easier to write. Students also find it easier to recognize more appropriate vocabulary. Finally, students can pay more attention to the correct use of grammar and focus more on the writing part. The application of interactive learning strategies in writing teaching provides several significant benefits for students. First, this strategy helps students formulate the main idea of the piece more easily, making the sentence structure more organized and clear. This is in line with the concept of "interactive writing", which makes the writing process visual and collaborative, allowing students to observe word choices, sentence structure, and editing techniques firsthand. Second, this strategy facilitates the introduction and use of more appropriate vocabulary, enriching students' vocabulary, which is important in the development of writing skills. Finally, through active involvement in the writing process, students become more aware of the correct use of grammar and more focused on the important aspects of writing. Thus, interactive learning strategies not only improve students' writing skills but also strengthen their understanding through active engagement and constructive feedback.

CONCLUSION

Finally, the researchers concluded that the study's findings showed that the average score post-test, or after using Interactive learning strategy was higher than the average score pre-test, or before using the strategy (68.00 > 62.50). This signifies that students' writing skills,

[12] Jubhari, Y., Sasabone, L., & Nurliah, N. The effectiveness of contextual teaching and learning approaches in improving the narrative writing skills of Indonesian EFL secondary students. *REiLA: Journal of Language Research and Innovation*, *4*(1),(2022).pp. 54-66

[13] Woolson, R. F. Wilcoxon signed the signed rank test. *Encyclopedia of Biostatistics*, *8*.(2005)

[14] Yuliani, S., Hartati, S., Sulaiman, M., & Saputri, K.. Interactive Vocabulary Techniques in Teaching Vocabulary Mastery: A Quasi-Experimental Approach. *Journal of English Education*, *1*(2), (2023) pp. 63-72.

as taught through interactive learning techniques, are good. Furthermore, the average score of students' writing ability before applying interactive learning techniques was in the Sufficient group. Furthermore, based on the test shows its significance. 0.000 double-tailed is the value. It can be said that 0.000<0.05. This shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. This shows that students' writing skills before and after utilizing interactive learning strategies differ significantly.

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