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THE APPLICATION OF INTERACTIVE LEARNING METHODS IN ENGLISH CLASS (A SURVEY AT SMK TEKNOLOGI MUHAMMADIYAH LIMBOTO)

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Abstract: This research aims to investigate the application of interactive learning methods in English classes and identify the challenges faced by teachers at SMK Teknologi Muhammadiyah Limboto. As vocational students require practical communication skills, the study explores how teachers bridge the gap between student passivity and active engagement in the classroom. This study employed a qualitative survey method. Data were collected through classroom observations and semi-structured interviews with English teachers, then analyzed using thematic analysis to identify recurring patterns in teaching strategies and classroom dynamics. The findings reveal that teachers actively implement various interactive methods, including Project-Based Learning, Role-Playing, Group Discussions, Storytelling, and Debates. These activities are supported by digital tools such as Flip, Padlet, Quizizz, and Kahoot to foster a collaborative learning environment. However, the implementation faces several challenges, specifically time constraints, disparities in student abilities, and limited infrastructure. Teachers overcome these obstacles through adaptive strategies like cooperative learning and the utilization of simple technology. The study concludes that while challenges exist, interactive learning effectively promotes critical thinking and communication skills, suggesting a need for continued pedagogical adaptation and facility support in vocational education.

Keywords: English teaching, interactive learning, teacher challenges, vocational high school

INTRODUCTION

As technology advances and student learning styles shift, educational approaches are increasingly moving away from traditional methods toward more interactive strategies. Interactive learning approaches encourage students to actively participate in the learning process through discussion, teamwork, and technology, standing in

contrast to traditional, one-way teacher-centered methods that often prioritize rote memorization (Rahman & Siti, 2022). In the context of English language learning, reliance on passive learning prevents students from developing necessary speaking proficiency. Therefore, adopting interactive teaching methods is essential to establish a dynamic environment where students engage directly with teachers and peers, fostering critical thinking, creativity, and communication skills required in the interconnected world (Setiawan & Pratama, 2023).

The implementation of interactive methods is particularly critical in Vocational High Schools (SMK), where graduates are expected to meet industry-standard communication requirements. According to Zuhri and Suwandi (2023), vocational students in Indonesia face a unique challenge where they must master technical English that is applicable to their specific fields. Interactive learning allows these students to practice "English for Specific Purposes" (ESP) through realistic workplace simulations, which bridges the gap between classroom theory and industrial practice. Without a high level of interaction, vocational students often lack the confidence to use English in professional settings, which can hinder their competitiveness in the global job market (Kusuma, 2022).

Furthermore, the alignment between English instruction and vocational field requirements is a persistent challenge that necessitates interactive strategies. (Wahyudin & Sukyadi, 2022) argue that interactive methods allow for the integration of authentic vocational materials, which makes language learning more meaningful for students who view English as a tool for their future careers. By engaging in industry-based tasks, students can better visualize the utility of the English language, thereby reducing the perception that language learning is purely academic and disconnected from their professional aspirations (Lestari & Wahyudin, 2020).

The development of 21st-century skills—specifically communication and collaboration—demands a pedagogical shift toward student-centered and interaction-driven learning environments. Research in Indonesian educational contexts emphasizes that interactive learning encourages active participation and shared meaning-making, which are essential for developing communicative competence and collaborative skills (Sakina et al., 2022). Recent studies suggest that when students are given the autonomy to interact freely, their "affective filter" is lowered, which significantly boosts their willingness to communicate in a foreign language (Wang & Derakhshan, 2021). This psychological ease is vital in a vocational context like SMK Teknologi Muhammadiyah Limboto, where students may perceive English as a difficult or secondary subject. By fostering an interactive atmosphere, teachers can transform the language classroom into a low-stress environment that encourages trial and error, which is essential for long-term language acquisition (Lee & Brown, 2022).

In the post-pandemic era, the definition of interactive learning has also expanded to include digital-native engagement. Empirical findings from recent Indonesian studies demonstrate that the integration of digital tools—such as gamified quizzes, online collaborative platforms, and multimedia-based activities—significantly increases learner engagement and participation compared to conventional instruction (Sakina et al., 2025; Sakina et al., 2026). Pratama et al., (2024) highlight that integrating digital tools such as gamified quizzes and collaborative platforms into the classroom can sustain student interest more effectively than traditional methods. These tools provide immediate feedback and visual stimulation, which are highly effective for vocational students who often prefer kinesthetic and visual learning styles. The synergy between digital

interaction and face-to-face communication ensures that the learning process remains dynamic and responsive to the evolving needs of modern learners (Hana et al., 2024).

Beyond teacher-student interaction, peer-to-peer exchange serves as a crucial element in the interactive classroom ecosystem. Fitriani et al., (2021) suggest that when students provide feedback to one another during collaborative tasks, it fosters a sense of collective responsibility and reduces the fear of making mistakes. In the context of a vocational school like SMK Teknologi Muhammadiyah Limboto, this social support is vital for building the communicative confidence required for global work environments, where teamwork and interpersonal skills are as valued as linguistic accuracy (Mulyono & Sulistiyarti, 2023).

Moreover, the role of the teacher has evolved from being the sole provider of knowledge to becoming a facilitator of interaction. Brown (2018) emphasizes that effective interactivity depends on the teacher's ability to design tasks that require genuine negotiation of meaning between students. In an Indonesian EFL setting, this requires teachers to be culturally responsive and adaptive to the local classroom dynamics. By acting as a guide, the teacher empowers students to take ownership of their learning, turning the classroom into a community of practice where language is used as a tool for social and professional engagement (Hassan & Mansor, 2023).

Despite the clear benefits of interactive methods, preliminary observations at SMK Teknologi Muhammadiyah Limboto reveal a gap between the ideal learning situation and reality. Based on an interview conducted with an English teacher at the school, it was found that although the teacher actively motivates students prior to teaching and learning activities, the students' interest in learning English remains low (Teacher Interview, 2024). This indicates a disconnection where the current instructional strategies may not yet fully engage the vocational students or address their specific learning needs. This discrepancy highlights the urgency to investigate how interactive methods are actually applied in the classroom and what specific challenges impede their effectiveness in a vocational high school setting.

Theoretically, interactive learning strategies are pivotal for language acquisition as they promote meaningful interactions and real-world language use. Current research underscores that interactive techniques, such as role-plays and peer discussions, foster active student engagement and fluency development (Lee & Brown, 2022). However, the implementation of these methods is not without challenges. The focus on interaction must be balanced with explicit instruction to ensure linguistic accuracy. Furthermore, teachers often face hurdles such as changing roles from knowledge transmitters to facilitators, complex classroom management, and limited resources, which can hinder the successful application of these methods in an English as a Foreign Language (EFL) context (Brown, 2018).

Previous studies have explored the effectiveness of interactive learning. For instance, Rotova (2019) found that interactive methods increased independence among primary school teachers, while Hana et al., (2024) demonstrated that these methods improve emotional engagement and academic performance. However, a review of existing literature indicates a gap: most previous research utilizes quantitative or mixed-method designs and often focuses on elementary or higher education levels. There is a notable scarcity of qualitative research that explores the direct, in-depth experience of English language learners specifically within Vocational High Schools (SMK) in Indonesia. Therefore, this research aims to fill this gap by conducting a qualitative survey at SMK Teknologi Muhammadiyah Limboto.

LITERATURE REVIEW

Interactive Learning

The core concept of interactive learning centres on shifting students from passive recipients of information to dynamic participants who collaborate through the confrontation of ideas, opinions, and arguments. This paradigm shift is rooted in social constructivist theories, particularly the work of Lev Vygotsky, which posits that language acquisition is a social process facilitated by meaningful interaction within the Zone of Proximal Development. In modern English language pedagogy, this approach is essential for enhancing students' confidence and real-world communication skills, as supported by Li et al., (2022) and Chung et al., (2020), who emphasize that collaborative environments allow students to receive constructive peer feedback that facilitates linguistic growth. In line with this foundational theory, recent studies such as those by Rotova (2019) observed that the application of interactive methods effectively increases independence among learners, while Mufidah et al., (2024) confirmed its role in developing essential self-organization skills that are critical for academic success. This independence is not merely an incidental outcome but a direct result of a classroom environment that values student voice and active participation over traditional rote memorization.

Implementing interactivity in the classroom involves a diverse array of pedagogical approaches, including Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Game-Based Learning, all of which aim to foster deep comprehension by allowing students to investigate ideas directly through hands-on experience. Research by Thomas (2018) identifies PjBL as a transformative method that enhances creativity and collaboration, while Shute (2018) highlights the potential of educational games to sustain high levels of motivation. Recent evidence from Barnett-Itzhaki et al., (2023) suggests that utilizing a variety of these interactive methods significantly improves learning effectiveness across both traditional and online settings. This effectiveness is further exemplified in specific technical fields; for instance, in software engineering, Krusche et al., (2020) demonstrated that interactive modelling tasks significantly improved student success rates by making abstract concepts more tangible. Similarly, Byhar et al., (2022) found that such methods positively impacted the interest and achievement of primary students, reinforcing the idea that interactivity is a universally beneficial strategy that can be adapted across different educational levels and disciplinary contexts.

In the specific context of Vocational High Schools (SMK), the demand for interactive learning is even more pronounced due to the curriculum's focus on English for Specific Purposes (ESP) and industrial readiness. Zuhri & Suwandi (2023) argue that vocational students in Indonesia require specialized communicative competence that aligns with their future career paths. Interactive learning allows these students to practice technical English through realistic workplace simulations and role-plays, which effectively bridges the gap between classroom theory and the practical demands of the industry. As noted by Kusuma (2022), without a high level of verbal interaction, vocational graduates often enter the workforce with a significant proficiency gap, struggling to perform basic professional tasks in English. Therefore, the integration of industry-based tasks into the language classroom, as suggested by Wahyudin & Sukyadi (2022), ensures that language learning is viewed not as an isolated academic subject but as a vital tool for professional advancement. This professional utility is a key driver of

student motivation, as learners are more likely to engage with materials that have a direct application to their vocational aspirations (Lestari & Wahyudin, 2020) .

The procedural success of interactive methods depends heavily on the teacher's ability to plan student-centered lessons and provide a structured environment that facilitates discovery. Harmer (2020) outlines that the teacher must move away from the "sage on the stage" model to become a guide who scaffolds the learning process. In a modern English class, these steps are increasingly integrated with multimedia tools to ensure that students develop the confidence to use the language in various real-life contexts. Current findings by Hana et al., (2024) highlight a strong correlation between these interactive online experiences and the emotional engagement of language learners, suggesting that technology can lower the "affective filter" that often blocks language acquisition. This technological synergy is supported by Nurkhin et al., (2022), who found that combining peer tutoring with interactive case methods significantly improved student engagement even in complex academic subjects. Digital platforms such as Padlet, Flip, and Kahoot provide visual and kinesthetic stimuli that are particularly effective for vocational students, who often respond better to active, multi-sensory learning experiences than to traditional lectures (Pratama et al., 2024) .

Beyond the teacher-student dynamic, the social architecture of the classroom—specifically peer-to-peer interaction—serves as a crucial element in the interactive ecosystem. Fitriani et al., (2021) suggest that when students provide feedback to one another during collaborative tasks, it fosters a sense of collective responsibility and reduces the fear of making mistakes. This peer support is vital in building the communicative confidence required for global work environments, where teamwork and interpersonal skills are as valued as linguistic accuracy (Mulyono & Sulistiyarti, 2023). Furthermore, the psychological benefits of interaction cannot be overstated; Wang & Derakhshan (2021) demonstrate that positive teacher-student and student-student interactions are directly linked to higher levels of motivation and resilience. In a vocational school setting like SMK Teknologi Muhammadiyah Limboto, where students may have diverse initial proficiency levels, the use of heterogeneous grouping allows for peer tutoring, where more advanced students can assist their peers, creating a collaborative rather than competitive atmosphere (Setiawan & Pratama, 2023).

However, the transition from traditional, teacher-centered instruction to an interactive, student-centered framework presents substantial hurdles for educators. The shift from being a knowledge transmitter to a facilitator requires sophisticated classroom management skills to balance the flexibility of student-led activities with specific curriculum objectives (Brown, 2019). Teachers often face barriers such as limited technological resources, time constraints within the school schedule, and deep-seated student resistance to active participation, especially if they have been conditioned by years of passive learning. Despite these structural and psychological challenges, the integration of interactive strategies remains a cornerstone of effective language acquisition. It creates a supportive environment where students are encouraged to engage in real-world communicative tasks, ultimately equipping them for professional success in an increasingly globalized and interconnected world (Hassan & Mansor, 2023). The synergy of theoretical foundations, practical applications in vocational contexts, and the judicious use of technology forms a robust framework for improving the quality of English education in Indonesian SMKs.

METHOD

This study employs a qualitative method that focuses on in-depth observation of the application of interactive learning methods in the classroom. This approach was selected to examine the nuances of teacher-student interactions and the dynamic responses of students within a real-world setting. The research was conducted in a natural classroom environment at SMK Teknologi Muhammadiyah Limboto, involving all English teachers as the primary subjects. These participants were chosen due to their direct role in designing and implementing pedagogical strategies that impact student engagement. Observations were carried out during regular lessons to capture authentic data regarding the integration of active learning and cooperative strategies within the vocational school context.

To collect comprehensive and relevant data, the researcher utilized classroom observation checklists and semi-structured individual consultations. The observation checklists were instrumental in recording specific types of interactive methods used and monitoring verbal interactions in the target language. Complementing this, semi-structured interviews provided a flexible framework for exploring teachers' personal experiences, the challenges they encountered, and the specific adaptations they made to accommodate varying student needs. This dual approach ensured that the findings reflected both observable behaviours and the underlying perceptions of the educators involved.

The qualitative data collected from ini were analyzed using thematic analysis, a process involving the identification, analysis, and reporting of recurring patterns or themes. This systematic categorization allowed for a structured interpretation of the effectiveness and overall impact of the interactive learning methods. To guarantee the trustworthiness and credibility of the study, several measures were implemented, including data triangulation between interviews and observations. Additionally, the researcher provided thorough descriptions of the research setting to enhance transferability, maintained a clear audit trail for dependability, and engaged in peer reviews to ensure conformability and minimize personal bias throughout the analysis process.

FINDINGS AND DISCUSSION

This chapter presents the findings of the study based on data collected through classroom observations and interviews with English teachers at SMK Teknologi Muhammadiyah Limboto. The findings are followed by a discussion that interprets the data in relation to relevant theories and previous research. The study focuses on two main research questions: the application of interactive learning methods and the challenges faced by teachers in implementing these methods.

How the Interactive Learning Methods Are Applied in English Class

This research reveals that English teachers at SMK Teknologi Muhammadiyah Limboto actively strive to create a collaborative and participatory learning environment. To bridge the gap between student passivity and active engagement, teachers utilize various interactive learning methods specifically designed to increase student participation and motivation. These methods include group discussions, role-playing, debates, storytelling, and Project-Based Learning (PjBL). The details of these methods and their implementation are summarized in Table 1.

Table 1. Summary of interactive learning methods applied

No	Interactive Method	Activity Description	Supporting Technology	Observed Student Engagement
1	Group Discussion	Small groups (4-6 students) discussing specific topics	Padlet	Structured interaction; inclusive participation
2	Role-Playing	Simulating real-life scenarios (e.g., job interviews)	Flip	Reduced anxiety; increased confidence for shy students
3	Storytelling	Creating narratives based on experiences or images	Kahoot	Improved listening comprehension and creativity
4	Debate	Pro & Con teams arguing on relevant topics	Quizizz	Critical thinking; active argumentation
5	Project-Based Learning	Planning and executing real-world projects	Padlet	High intrinsic motivation; strong peer collaboration

In actual classroom implementation, the findings show that group discussion is a primary pillar where teachers divide the class into small groups of 4 to 6 members. This process follows a structured sequence starting with the determination of relevant discussion topics, providing brief instructions, and supplying guiding questions to keep students focused on learning objectives. A key innovation in this method is the use of Padlet as a collaborative digital board. Each group writes down their ideas, arguments, and conclusions interactively, allowing other students to view their peers' contributions in real-time and provide constructive comments. This digital integration has proven to make discussions more structured and inclusive, particularly in facilitating quieter students to contribute visually, which ultimately deepens material understanding and new vocabulary mastery.

Beyond group discussions, role-playing is effectively used to simulate real-life scenarios, such as restaurant conversations or professional job interviews. Teachers initiate this method by providing clear conversation examples, assigning specific roles, and allowing time for short preparatory exercises. To support this, teachers utilize the Flip application, which enables students to record and share their performances as short videos. This approach was found to be highly effective in lowering students' "affective filter," where shy students who tend to feel intimidated by a live audience feel more comfortable demonstrating their speaking skills through video recordings.

In line with efforts to develop speaking skills, teachers also implement storytelling methods focusing on narrative creativity and oral proficiency. Teachers provide short story examples and then task students with creating their own narratives based on personal experiences or specific images. This process involves practicing storylines, selecting varied vocabulary, and delivering the story with clear intonation. To evaluate student comprehension, teachers frequently use Kahoot after storytelling sessions as a

gamification tool to test the entire class's listening comprehension regarding the stories presented by their peers. This ensures that storytelling becomes an interactive session involving everyone rather than just a one-way performance.

Furthermore, debate methods are applied by dividing the class into pro and con teams to deliberate on relevant and sometimes controversial topics. This method requires students to construct logical arguments and defend their positions using appropriate academic vocabulary, with the teacher acting as a moderator to ensure debate rules are followed. The Quizizz application is often used in this context, both as a preparatory tool to trigger prior knowledge before the debate and as an evaluation tool to check students' understanding of the arguments presented. The primary goal is to hone students' critical thinking and persuasive communication skills in the classroom.

Finally, the implementation of Project-Based Learning (PjBL) provides opportunities for students to engage in more complex real-world project tasks. This PjBL process includes several key stages: determining a broad theme, forming collaborative groups, project planning, data collection, creating a final product, and presenting results. Teachers again use Padlet as a digital collaborative medium to support each stage of the project, where students can document ideas, upload research results, and share project progress. This facilitates the teacher in monitoring group progress while fostering a sense of responsibility and cooperation among students. Through PjBL, students not only learn English theoretically but practice it in a real context that enhances intrinsic motivation and learning independence.

The application of interactive learning methods at SMK Teknologi Muhammadiyah Limboto signifies a significant shift toward student-centered pedagogy. The research findings indicate that these methods are not merely classroom activities but strategic interventions aligned with fundamental educational theories. Theoretically, the implementation of these methods aligns closely with constructivist theory, particularly Vygotsky's (1978) emphasis on social interaction in learning. By prioritizing active participation through group work and debates, students are placed in an environment where they must negotiate meaning with their peers. This interaction is crucial for language mastery as it moves beyond memorization toward the functional communication required in professional vocational contexts (Setiawan & Pratama, 2023).

More deeply, the use of group discussions supported by Padlet technology creates what Vygotsky termed the "Zone of Proximal Development" (ZPD). In this zone, students can learn more effectively through collaboration than they would individually. Structured social interaction helps students adapt to linguistic challenges by observing and interacting with more proficient peers, confirming the findings of Chung et al., (2020) regarding the acceleration of language acquisition in collaborative environments. Padlet serves as a visual scaffolding necessary for students to organize their thoughts, making the ZPD more accessible to all students regardless of their initial proficiency level.

The utilization of modern tools such as Flip and Kahoot in role-playing and storytelling also significantly contributes to modernizing traditional methods while

lowering the "affective filter." As stated by Harmer (2020), student-centered activities are vital for developing communication skills naturally, yet anxiety often hinders performance. By allowing students to record videos on Flip or participate in game-based quizzes on Kahoot, teachers create a "safe" learning atmosphere. This reduces the immediate pressure from a live audience, thereby increasing confidence and student willingness to experiment with the target language without fear of making mistakes (Chung et al., 2020).

Furthermore, Project-Based Learning (PjBL) has proven to be a comprehensive framework for developing 21st-century skills. As noted by Thomas (2018), PjBL possesses a unique ability to enhance creativity and collaboration simultaneously. The findings at this school show that student involvement in relevant real-world projects increases their intrinsic motivation, consistent with the Self-Determination Theory of (Ryan & Deci, 2020). Such motivation thrives when students feel autonomy and active involvement in planning and executing their projects. When students have control over their learning process, engagement becomes deeper, and linguistic outcomes are improved.

Lastly, the successful implementation of these methods underscores the importance of the teacher's role as a facilitator rather than a mere knowledge transmitter. Harmer (2020) emphasizes that in an interactive classroom, the teacher must act as a guide, monitor, and scaffolding provider. Classroom observations confirm that teachers devote significant effort to classroom management—organizing group dynamics, distributing roles, and providing constructive feedback. This adaptive classroom management is essential to ensure that interactive learning remains structured and goal-oriented. The synergy between pedagogical innovation, technology use, and teacher guidance is what ultimately creates a dynamic and effective English learning environment at SMK Teknologi Muhammadiyah Limboto.

Challenges the Teachers Faced in Applying Interactive Learning Methods in English Classes

Despite the positive impact of interactive methods, teachers reported several significant challenges. These challenges and the corresponding strategies employed by teachers are detailed in Table 2 below.

Table 2. Summary of Challenges and Teacher Strategies

No	Challenge Category	Description of Issue	Teacher's Strategy
1	Time Constraints	Interactive activities exceed allocated class time	Assign supplementary online tasks; apply efficient time management
2	Student Ability Gap	Disparity between dominant and passive students	Cooperative learning; heterogeneous grouping; peer tutoring
3	Limited Facilities	Lack of projectors or stable internet	Use personal devices; create manual visual aids (e.g., flashcards)

4	Student Motivation	Low confidence in speaking English	Build a safe environment; provide constructive feedback
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The primary obstacle identified was time constraints. Interactive activities such as debates and projects require significantly more time than traditional lectures, making it difficult to cover all curriculum targets.

Another major challenge is the difference in student ability levels. Teachers observed a gap where some students dominated discussions while others remained passive. This disparity requires teachers to constantly manage group dynamics to ensure equal participation.

Limited facilities also pose a hurdle. Not all classrooms are equipped with adequate technology or stable internet connections, which hampers the seamless integration of tools like Kahoot or Padlet. Teachers often have to resort to using personal devices or simple handmade visual aids to overcome these limitations.

Finally, student motivation varies. While some students are eager, others lack confidence in speaking English, leading to resistance in participating in role-plays or oral presentations.

The findings of this study reveal that while interactive learning has a positive impact on student engagement at SMK Teknologi Muhammadiyah Limboto, teachers encounter several significant pedagogical and technical hurdles. The most prominent challenge identified is the severe limitation of time. Interactive activities, such as debates, storytelling, and Project-Based Learning (PjBL), inherently require a more extensive duration than conventional lecture methods. As noted by (Brown, 2019), teachers often face a difficult dilemma between fulfilling the depth of the material required by the curriculum and allowing sufficient time for collaborative activities. The observations in this study confirm that teachers frequently have to sacrifice certain theoretical explanations to ensure students can complete their interactive tasks. To mitigate this, teachers at SMK Teknologi Muhammadiyah Limboto employ adaptive time management strategies, such as providing additional online assignments or utilizing digital platforms like Padlet and Flip to extend learning beyond classroom hours. This approach aligns with the findings of Johnson & Johnson (2020), which emphasize that effective time management in an interactive context is crucial for maintaining the quality of the learning experience without neglecting the syllabus.

Regarding ability differences, the findings highlight a significant disparity in English proficiency among vocational students. This gap often leads to a classroom dynamic where a few highly proficient students dominate discussions, while others remain passive due to lack of confidence. The teachers' implementation of small, heterogeneous groups is a strategic response to this issue. By pairing more capable students with those who struggle, teachers facilitate a peer tutoring environment. As suggest by Nurkhin, et al., (2022), collaborative learning can mitigate these disparities by encouraging peer support and collective responsibility. This cooperative learning strategy not only ensures that the material is accessible to all students but also transforms diversity into a learning resource, allowing students to learn at their own pace within a supportive group framework.

The issue of limited facilities underscores the necessity for teacher adaptability and creativity in a resource-constrained environment. Observations showed that not all classrooms were equipped with stable internet or projectors, which could have hindered the use of tools like Kahoot or Quizizz. However, teachers overcame these obstacles by utilizing simple, non-digital media such as flashcards, sticky notes, and handmade visual aids. As Dillenbourg & Järvelä (2020) emphasize, effective learning design should be flexible and not solely reliant on sophisticated technology. The pedagogical innovation shown by teachers demonstrates that the essence of interactivity lies in the quality of the task and the teacher's facilitation, rather than the complexity of the equipment.

Lastly, the challenge of student motivation remains a psychological barrier. Many vocational students enter the English class with low confidence, viewing the language as difficult or irrelevant to their field. This aligns with Harmer (2020) observation that student resistance is often a byproduct of previous negative learning experiences. To overcome this, teachers at SMK Teknologi Muhammadiyah Limboto focus on building positive relationships and providing constructive, non-threatening feedback. By creating a "safe space" where mistakes are viewed as part of the learning process, teachers help students build the confidence necessary for active language use. This is consistent with the recommendations of Chung et al., (2020) who suggest that a supportive environment is the primary catalyst for intrinsic motivation in the EFL classroom.

This study has several limitations. First, it was conducted in a single vocational school with a limited number of participants, which restricts the generalizability of the findings to other educational contexts. Second, the research relied primarily on qualitative data from observations and interviews, without quantitative measurements of student learning outcomes. Finally, the study's short duration means it could not capture the long-term effects of interactive learning on student proficiency. Future research should consider longitudinal designs and mixed methods to provide a more comprehensive evaluation.

CONCLUSION

Based on the research findings and discussion, this study concludes that the application of interactive learning methods at SMK Teknologi Muhammadiyah Limboto effectively bridges the gap between student passivity and the need for active engagement in English learning, a core issue highlighted in the introduction. Through the strategic implementation of methods such as Project-Based Learning, Role-Playing, and Group Discussions, teachers have successfully transformed the classroom into a dynamic environment that cultivates essential 21st-century skills such as critical thinking and collaboration. Although the study confirms that challenges regarding time constraints, varying student abilities, and limited facilities persist, the compatibility between the initial problem and the findings is evident in how teachers overcome these obstacles through adaptive strategies and the use of simple digital tools like Flip and Padlet.

Looking forward, the prospects for developing these research results lie in the broader adoption of mobile-assisted language learning in resource-constrained vocational settings. The study suggests that future applications of English instruction

should prioritize adaptive classroom management and digital literacy to maximize student engagement. Furthermore, these findings open avenues for future research to explore the long-term impacts of interactive methods on student proficiency through longitudinal studies or to investigate the psychological aspects of student engagement in greater depth, thereby expanding the understanding of effective vocational English pedagogy.

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