

The Development of English Interactive Approach and Collaborative Learning Instructional Model Based on Thai Culture Context to Enhance Reading Comprehension Ability and Happiness Learning for Undergraduate Students

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Abstract: *The purposes of this research were: 1) to development of English interactive approach and collaborative learning instructional model based on Thai Culture context to enhance reading comprehension ability and happiness learning for undergraduate students 2) to evaluate the quality of the developed instructional model English interactive approach and collaborative learning instructional model based on Thai culture context. The research procedure was divided into 3 phases. The first phase was to develop a reading instructional model based on English Interactive Approach and Collaborative Learning Based on Thai Culture Context. The second phase was to construct the research instruments. The third phase was to evaluate the quality of the developed instructional model by implementing with 30 students at faculty of education, Suratthani Rajabhat University. The samples were simple random sampling selected from the third-year students. The research instruments were the reading comprehension test, questionnaire, and learning log. The data were analyzed using t-test. The findings of this study were as follows: The English interactive approach and collaborative learning instructional model based on Thai Culture Context consisted of 4 components: 1) Concept 2. Objectives, 3) learning procedures are included activating world knowledge, predicting and questioning, read and summarizing, discussion and reflect, and making graphic organizer 4. Evaluation. An independent T- test was conducted to determine the sample group demonstrated different performance across reading comprehension ability. Result of the test revealed that the student's English Reading comprehension ability significantly increased after the intervention at a statistical level of significant of .05 level*

Keywords: Instructional Model; English Interactive Approach; Collaborative Learning; Reading Comprehension; Happiness Learning

1. Introduction

Nowadays it is the information and communication technology age, people for the era of globalization which English is an international language for communicates, does business on a computer network, and learning on that network, etc. In addition, English is a universal medium for communicating information related to the computer network. About 30 percent of computer network users, or about 312,924,679 million people use English. English is also the most widely used language in the world, including the language used by non-native speakers in the world .As a result, English is widely recognized for the need for student and general

research, as well as the importance of the business of general businessmen and the occupation of those in other fields. Today's society is a lifelong learning society, citizens of unused countries. English is the national language such as Thailand. English is a second language, and especially now there are countries of interest and concern to join forces at the sub-regional and regional levels. To establish an international hub and network, citizens of these countries must be able to use a neutral language. Especially in English because of its effective communication with each other. In particular, it is said that public English discrimination means that the country's competitive advantage in international trade or tourism is increasingly necessary for Thai students to improve their ability. Use English better because the Internet, television programs, various programs, movies, you-tube, and many print media need to be accessible to use as a medium for practicing English (Ministry of Education 2023) For countries where English is taught in a foreign language like Thailand, as reading skills are important, learners in modern society need to be able to read because new knowledge is often transmitted in English in different ways.

A study of interactive approach shows that students who have been taught by this approach have a higher achievement in English reading comprehension than students who have been taught with translation teaching methods. From the preliminary study, it was found that reading for comprehension to achieve its intended purpose. Teachers need to find a way to help each learner develop their own abilities in the end. Because each learner has a different person and a limited scope of learning. However, if the learner is helped by a teacher or a friend who is more capable than the learner, it can expand the scope of learning. He has finally succeeded in developing English reading skills to understand the essentials for learners to succeed in developing reading skills. As Vygotsky (1978) defines the concept of Zone of proximal development as the scope of learning, which It is a gap between the level of difficult work that learners can accomplish on their own and the level of ability that learners can accomplish with the help of more talented people such as teachers or friends. This will result in increased knowledge and ability to solve problems or accomplish tasks on their own. Role-exchange reading education can improve students' English reading ability as well as competency-enhancing techniques. Both methods encourage students to use the same idea of reading, but the concept of role-exchange reading will have an activity process that encourages students to use the idea by using model acting techniques. Thinking to show how to think while reading, and at the same time, empowerment techniques will motivate students to think and communicate their language on their own. Students also have the opportunity to practice self-concept through the process of questioning and reading scripts. This gives a clearer picture of the activity process that stimulates the learner process. For this reason, researchers are interested in applying the concept of teaching English using role exchange and competency-enhancing techniques to secondary students. This is because learners need a lot of reading skills and have to read chapters in different ways. The accumulation of knowledge about reading strategies is beneficial. Apply appropriately to the readings and to the reading purpose of the table.

In addition, cooperative learning and capacity building techniques between instructors and learners and between groups of learners to create knowledge is a method consistent with the current interactive reading process, which sees reading as a social activity and considers learning from friends as effective learning (Wood, 1997) Participating in reading activities with a group of friends will provide motivation for students to actively participate in activities. Learners will exchange roles and help each other. Realize that other learners have a way to motivate thinking about reading strategies and skills. The role of the slow learner will become more important, the approach can help the slow learner (Denise E Murray and Mary Ann 2011)

Moreover, the fact that learners work together in groups where members are different, everyone works together, helps each other, and participates in their own learning decisions should be appropriate for current education that focuses on, and suitable for adolescents who want to be able to concentrate on their own needs. In addition, research in Thailand has not been found to directly study this subject. Therefore, research on this subject is a way to find a breakthrough in reading ability that will improve the ability to read English. (Ministry of Education, 2023)

English is the language of mankind. It is the international language of the world. Whether each country has a national language or a local language, but everyone must mainly use English if when dealing with people of different languages and cultures with the importance of English. Some countries therefore specify English as a second language after the national language and is the core of all educational courses in Thailand from early childhood to lifelong education. National Economic and Social Development Plan 13 (P.P.D.). 2020-2070), Thailand has high capacity to continuously learn to meet the future development goals of the development plan: 1) People of all ages are developed in all dimensions, developing high performance manpower in accordance with the needs of the target manufacturing sector, creating future jobs and creating smart entrepreneurs. Who are capable of creating and using technology and innovation, and 2) to pursue a society of opportunity and fairness by promoting lifelong learning, including the development of a lifelong learning ecosystem to prepare people for the era of globalization? Speaking about teacher development and quality education, Thai people are a new breed of Thai people whose skills are diverse and can be used in many languages, using digital and learning as education that builds the future and elevates the quality of education to lifelong education (Office of the National Economic and Social Development Commission). In 2016 and English, it is important to focus on developing international standards. Thailand has joined the ASEAN Community. In this era of higher competition around the world, raising English standards, especially in higher education, is a key priority for the government in all five announcements of the policy. The focus is on encouraging higher education institutions to set policies, goals and criteria for standardizing English by testing knowledge, improvement of teaching plans and extracurricular activities to measure and improve language efficiency. The focus is 1) English academic use 2) English vocational use 3) English communication skills at a functional level, where clear indicators and evaluations are required.

That can be compared to international standards (Higher Education Commission, 2016). According to the current national education plan policy, B.E. 2017-2016 wanted to organize the education system to be effective. Focus on learners' characteristics and learning skills in the 21st century (3R58CS), giving Thai's access to standardized education, including the strategic plan of Suratthani Rajabhat University focusing on the University of Creation as a research, integration, photography, cultural arts and advanced technology. To advance the country to the 4th generation. In this regard, it is important to produce English to work according to international quality, wisdom, creativity, moral, national responsibility, and humanity. Therefore, personnel who can integrate the science of different languages and society are in high demand, especially English. As a result, communication is clear and can effectively convey their needs. Students need to be aware of the importance of English and be alert to develop themselves in English. English is a universal language that allows those with knowledge, economics, and entertainment to access information. Internationally presented in English. Therefore, English knowledge is needed by organizations to help improve communication between agencies and other communities.

The higher English standard in higher education institutions is a policy for higher education institutions to consider and require all students to take a standardized English education test. The higher education level created by the institution is therefore deemed appropriate to measure the English performance of learners. The results of the measurement of the performance can be compared to the Common European Framework of Reference for Languages (CEFR) or other standards to determine the level of English proficiency of each person; and Higher education institutions may consider taking the results of the results of the English language proficiency test of those students into their certificates of study (the Higher Education Commission). Therefore, English is still the most important and widespread foreign language for information and knowledge. Higher education institutions play an important role in the development of the country's economy as they determine the desirable characteristics that graduates should have and educate students for future use. One of these characteristics is: Educating English teachers at all levels is also involved in building English proficiency for learners. Therefore, the country will develop well. Therefore, English-capable human resources are needed to meet the needs of students.

Desire of the world in the era of Southern globalization (Details of the Bachelor of Education Program in English, improvement program, 2019) According to the data, English is an important and more essential skill when studying in higher education, but on the other hand, students' reading ability is still lower than the threshold and must be improved. The English ability of domestic graduates is lower than the international standard for studying at graduate schools in foreign countries that use scores. TOEFL iBT of 550 or higher, as well as the results of Thailand's English proficiency ranking. According to the 2020 EF (Education First), Thailand was ranked 89th out of 100 participating countries in the "very low" English proficiency category and has been on the decline since 2018. 2021) is consistent with the presentation of information at an academic seminar on the problem of English proficiency of Thai people cut by the Office of the Promotion of Science, Research and Innovation on October 6, 2019 (Jaras Suwanawan, in 2562 B.E.), the average English test results of Thai students, graduates, and graduates were found to be low. These data confirm the need to improve English skills for all Thai groups, including children, youth and working age. There is also room for Thai English learning promotion policies. Therefore, higher education institutions in Thailand need to manage the quality of education and develop teaching and learning programs to be the same as those of the writing countries as well as developing skills.

Although English is included in the curriculum from elementary to higher education students, many students still have difficulty using English, especially in reading for understanding. These learners need to use English to find knowledge or information of certain types. Some academic documents do not translate into Thai. The problem is that as a result of previous English education for Thai learners, the instructors focused more on sentence structure and grammar than on use. Like reading English for understanding, learners also lacked opportunities to practice using English in a natural context, such as reading to capture the subject, reading to find out the details and purpose of the author, or even reading to. Entertainment The low level of reading skills for learners' understanding has caused problems in reading. The important factor is that teaching and learning methods are not appropriate. As a result, learners are unable to develop reading skills for real understanding (Masatwee Duangloy, 2015) Moreover, it was found that the most important problem reading English for understanding was that learners did not voluntarily learn the language. According to a survey of 7 teachers in English at the Faculty of Education, Suratthani Rajabhat University, English reading found that after reading the script, learners could answer the questions at the end of the script. And interpret the text that appears in the reading script. However, learners cannot answer questions from the

interpretation of the reading. In interpretation, readers need to understand the reading text and use the same knowledge or experience to connect to interpret what they read. Nor can learners distinguish elements or details in the reading chapter, such as some reading consist of information. And core support information the learner can only give a rough outline but cannot distinguish and specify details of support information. Nor can the learner use the information from the script to other contexts, such as linking the information from reading to daily life or applying it. In other contexts, English reading skills are the content that learners pay the least attention to. Compared to because of the time spent and sub-reading activities that make readers pay less attention. Other skills, including the time spent on reading activities, are not enough to read and practice. The instructor also It states that most learners want to do English reading activities for understanding with their classmates rather than reading and practicing by dividing students and members of the reading group and discussing in the group. Then, the instructors ask questions in the reading chapter and answer questions throughout the class. Waiting for their friends to explain and wait for the instructor to brief them again. This prevents them from developing their ability to read English for their own understanding and cannot apply the reading process to their daily lives.

Therefore, the development of English reading for understanding requires an effective reading process for teaching. English reading consists of Bottom-up reading, which is a bottom-up reading process. The reader must use language knowledge to analyze from letter level, vocabulary meaning, grammar structure to level. The relationship between all sentences and texts read and the top-down process is a top-down reading process that starts from top to bottom using the same knowledge and experience as a guide to understanding what is read, but nowadays reading for learners or readers can use both processes together, which is interactive reading. The process by which all elements of reading work together well to enable the ability to understand the literal words read, to convey the meaning of words and to gather all the meanings together effectively. Nuttall (1996) said that using an interactive reading process model would enable more efficient reading for understanding. Interactive reading requires information from many sources, such as orthographic, lexical, sentence creation, semantic knowledge, and old Schemata. The most useful reading style comes from multiple reading strategies, which teachers teach. It needs to be applied to match the learner's ability, which is consistent with Tran-Thanh (2014). Study on Using the Interactive Reading Model to Develop High School Students' Reading Comprehensive Ability with Research Objectives. Three types of reading problems, including Bottom-up, Top-down, and Interactive, were then established as English teaching principles for teachers. The study found that Top-down format allows natural reading when learners start viewing images.

The Bottom-up format, on the other hand, allows learners with low reading ability to carefully consider the reading before understanding the reading. These two methods, if combined into an Interactive format, will make reading more efficient. Especially in the use of reading lessons to improve students' reading skills, natural language skills, including Kesarin Thongngam (2014), studied the development of learners' discerning reading using interactive reading. As a result, the study found that learners had higher discerning reading ability after using patterns than before using patterns. Learners are highly satisfied with learning management because they benefit from discerning reading exercises that are useful for daily life. In order to improve English reading for understanding, teaching methods or activities need to promote the interaction between readers and readers and teachers or learners. Support the interaction between instructors and learners. It is used to teach to help students in groups with reading problems that require special reading training (Leader, 2000) Collaborative learning improves social relationships and reduces unwanted behavior in classrooms. Collaborative reading is an

appropriate way to teach reading for learners' understanding of different abilities. Collaborative education used in reading for understanding will develop human characteristics, relationships, responsibilities, leadership, democratic personality consistent with Johnson. Johnson and Holuec (1994) said learners will have a better relationship between learners (More Positive Relationships Among Students) value differences. Learners will pay more attention to others and greater diversity of learners' mental health (Greater Psychological Health) feeling good and self-confidence. It also improves social skills and the ability to face stress and change as well as Vajara Laeriandee (2013) said that collaborative learning is a form of teaching and learning that focuses on learning together and fulfills activities to help each other. And to promote social skills and responsibility to themselves and groups, including fellow members to learn according to their goals. Chalong Rattanapongse (2014) studied teaching tactics, exchange roles, and meaning charts for reading development. The purpose of the model is to help and organize teaching activities at using 4 main strategies. And social interaction. Such studies have found that students can develop.

Therefore, researchers are interested in developing an interactive teaching style in with cooperative learning based on culture context to promote reading ability for comprehension and happiness in learning of undergraduate students. Using English as a tool for learning by themselves in the digital age. Since the course focuses on developing English reading ability, the content of the course will encourage students to read many different readings. Therefore, researchers have developed English teaching styles along the lines. Interactive teaching and collaborative learning to promote reading ability for undergraduate students to improve reading comprehension ability. It is also used as a way to study and improve learning English at other levels efficiently in the future in Thailand.

2. Literature Review

The concept of teaching design, which is used as a basis for name development. "Development of teaching yen management model. The researchers applied teaching principles and concepts using the "ADDIE Model", which is the concept of Kruse (2004), the five-step design and development model: 1) analysis, 2) design, 3) use, and 5) assess the results and instructional design of Seels and Glasgow (1990) to research and development. It is a study that is both basic and applied research. It aims to find the truth about theories, principles, rules for acquiring academic knowledge. The applied research study process is focused on applying the research results R&D consists of 4 phases: 1) basic data study and analysis, 2) design and development using data from the R&D stage, 3) implementation and 4) evaluation, which in the study of the composition of the teaching style (Joyce and Weil, 1996 and the guest direction, 2562 B.E.) consists of 5 components: Principles, Objectives, Learning Process, Measurement and Evaluation, and Success Factors 2. Interactive approach, interactive reading, is a process of understanding interactive hypotheses. It means that it is a process that readers understand and choose to remember each unit of thought in different sentences. Then summarize the meaning that connects different sentences or sentences together to Model or synthesize the main idea of the reading. Later, it is deduced from the reading subject. It must be summarized as the author wrote. It consists of various reading strategies. Readers can store information in their own memory (Irwin, 1986), as well as readers need to use to predict what they read. Instructors should train Yen to apply knowledge and experience.

Understanding the script (Barrett, 1979, and Barchers), 1998) Palincsar and Brown identified the following sections: 1) Understand the purpose of reading, 2) use the same experience, 3) use a side context to help understand reading. 4) Measure internal consistency content analysis

and measure analysis results between the reader's previous knowledge and read data 5) Draw and verify various conclusions, including interpretation, prediction, conclusion, 6) review based on self-quarantine. The Rosenshine and Meister (1994) section includes 1) prediction, 2) questioning, 3) clarification, and 4) McLaughlin and Ailen (2002), Oczkus (2004), And Harvey and Goudvis (2017), quoted in ASCD (2018), proposed a process consisting of 1) a review, 2) self-questioning, 3) connectivity, 4) mental imaging, 5) recognition of the functions of 6 monitoring, 7 summary, and 8) evaluation.

The synthesis of interactive instruction consists of the following parts: 1) Activate prior. Knowledge 2) Predict, 3) Read and try to understand and 4) Summary of what to read (Summarize) 3. Collaborative learning is a sub-group learning in which group members have different abilities to help each other achieve their goals. Johnson and Johnson (1994) proposed that collaborative learning focuses on learners rather than competition, helping learners to be effective in learning Jones and Crease (2000). The presentation of the collaborative learning process is as follows: 1) to present topics that need to be studied, 2) to present problems, 3) to brainstorming, 5) to exchange opinions, and 6) to discuss and summarize Joyce's results. Weil and Calhoun (2015) discussed the basic steps of collaborative learning: 1) provide students with tasks to group, where learners in groups need to be diverse, 2) arrange learners in pairs or groups, 4) allow learners to exchange ideas and reasons, 5) Discuss tasks in their groups or pairs 6) Inter-group 7) Discuss the relationship of the group's 8 learners. Synopsis of the collaborative learning process. The steps include 1) Selection of group and topic, 2) Planning, 3) exchanging opinions and 4) Summarizing. 4. English Reading Comprehension John said that in the reading process, the degree of meaning and structure of the story depends on the reader's choice of the original knowledge structure while reading. Educators focus on the reader's original knowledge structure.

Appears in the reading text and the structure used to compose the text Goodman (1988) states that reading is a complex process. Readers must try to make meaning out of letters. Reading is a thought process. Readers need to rely on the context shown in the reading chapter as an aid to interpret Harris and Sipay (1979: 318) and Miller (1990: 4-7). Discuss the level of reading for mutual understanding consisting of 1) Textual Explicit Comprehension (Textually Implicit Comprehension), 3) Analysis and Criticism Reading, and 4) Creativity (Scriptually Implicit Comprehension). Syntax English Reading for Entry is divided into various levels, including 1) Translation according to Chapter 2. Interpretation from reading 3) analysis of components and 4) adoption of read data 5. Happiness of Learning changes learners' behavior. This means that they are satisfied, interested, and interested in studying and participating in activities during the course of Wichai Wongyai, (1999)

Learning that focuses on learners and relationship elements consists of 1) good relationship with teachers and 2) good relationship with friends. Based on the above information, synthesizing happiness and learning will be followed by 3 elements in terms of learning management and interpersonal relationships, 1) self-esteem and self-esteem for self-From the diagram, the model developed from the synthesis of ideas, theories of various scholars, including the development of teaching, R&D, Interactive Approach, Collaborative Lea, English Reading Comprehension and Happiness of Learning. The draft format consists of the following principles: Reading English for Understanding. Readers use the same experience to help understand what they read, ask questions, guess the content, think while reading, connections and summaries. This will help readers develop reading for understanding, which is an essential skill for learning in the 21st century. Purpose: To improve the ability to read English for understanding and to study, happiness in learning, learning process 1. Activating

prior knowledge (A) The learner uses the same knowledge related to the content and lets the learner express the same knowledge to prepare the learner before reading. 2 Predict and questioning (P) The learner anticipates the subject or event (Prediction) before reading and plans to read with his friend 3. Read and summarize (R) Learners guess the meaning of words while reading. Observe the connections of sentences to better understand the relationship of each sentence. Members of the reading group read and exchange opinions or information in the reading with the members of Group Summarize (S) is a step of evaluating the ability to read. You can use activities or exercises in various ways to analyze the reading. Or give students a brief summary of what they read. The role of teachers and students in the learning process is as follows: Table of the role of teachers and students, learning process, teacher role, student role. Encourage students to use their original knowledge to express their original knowledge. (Activate prior to showing and exchanging associations with that content. Knowledge: A) Think about the content to read.

Predict and Questioning (P), Role of Teachers, Role of Students, Study Readers and Consultants, Ask Questions, Comment, Predict, Questioning with Members, Show and Predict Events, Thought and Predict Events While Reading. Allow learners to freely express and exchange opinions. Responsible for reading and sharing (R) help learners while reading and exchanging opinions. Group activities Summarize reading and ask questions. Help learners summarize reading content together. Measure and evaluate reading English for understanding and learning happiness. English reading comprehension refers to the reading comprehension score obtained by learners from the test. English reading comprehension ability before and after using the format, which measures four levels of English reading comprehension: 1) chapter-based interpretation 2) interpretation from what is read 3) Component analysis and 4) Using the read data. The test has a four-choice, 40 questions that take 60 minutes to complete. Happiness of learning means the satisfaction of learners. It is expressed by changing the behavior that affects learning, consisting of three elements: 1) emotional. Learners have a positive response to stimuli; 2) on the social side; 2) on the social side; they interact well with friends and teachers; understand and accept differences; and 3) on the mental side; they value themselves. They believe they can do so. They aim to develop into a 5-level scale of Likert (Likert's rating scale), writing. Use average, standard deviation and content analysis to study the results of quantitative and qualitative learning happiness.

Happiness in Learning: The Key to Success Education is often seen as a means to an end a way to gain knowledge, skills, and qualifications that will lead to a successful career. However, what many people overlook is the importance of happiness in the learning process. When students are happy and engaged in their studies, they are more likely to succeed academically and develop a lifelong love of learning. So, what exactly is happiness in learning and how can it be fostered in educational settings? Happiness in learning can be defined as the feeling of joy, curiosity, and fulfillment that comes from engaging in meaningful and enjoyable learning experiences. It is about feeling motivated, inspired, and passionate about what you are learning, rather than feeling bored, stressed, or overwhelmed. There are several key factors that contribute to happiness in learning. Firstly, a supportive and positive learning environment is essential. This includes having caring and passionate teachers, access to resources and technology, and a strong sense of community within the classroom. When students feel safe, valued, and supported, they are more likely to feel happy and motivated to learn. Secondly, meaningful and relevant learning experiences are crucial for fostering happiness in learning. When students can see how their learning applies to real-life situations and is relevant to their interests and goals, they are more likely to feel engaged and inspired. Teachers can help create meaningful learning experiences by integrating hands-on activities, group projects, and real-

world examples into their lessons. Finally, a growth mindset is key to promoting happiness in learning. A growth mindset is the belief that intelligence and abilities can be developed through effort and persistence. When students have a growth mindset, they are more likely to take on challenges, learn from their mistakes, and view setbacks as opportunities for growth. Teachers can help cultivate a growth mindset in their students by providing constructive feedback, encouraging risk-taking, and promoting a love of learning for learning's sake.

In conclusion, happiness in learning is essential for academic success and personal fulfillment. By creating a supportive learning environment, providing meaningful learning experiences, and fostering a growth mindset, educators can help their students feel happy, engaged, and motivated to learn. When students are happy in their learning, they are more likely to succeed academically, develop a love of learning, and lead fulfilling and successful lives.

3. Methodology

Design

This is quantitative approach which uses statistical data. This study will be conducted using one group pretest-posttest design. It is a kind of experimental method.

Participants

The selected participants of the study were 30 undergraduate students of Suratthani Rajabhat University.

Sampling Technique

The study used simple random sampling technique in choosing the sample.

Procedure

The data was collected by using the pretest and post-test before and after using English interactive approach and collaborative learning instructional model based on Thai culture context in EFL classroom to compare the learning achievement in reading comprehension

Research Instrument

The information and data needed in the study was gathered through pretest and post-test in English reading test.

Data Analysis

The data were statistically processed and analyzed by mean, standard deviation and t-test for dependent

Findings

The students' reading comprehension ability the students' reading comprehension ability was identified using English reading test the results were showed in the table

Table 1: Students' English Reading Comprehension Ability

	N	X	S.D.	t	p-value
Pre – test	30	14.37	1.47	18.09	.000**
Post – test	30	24.30	2.48		

* $p < .05$

The result of the study found that the students' scores in test after learning by using the instructional model were more than the scores before learning with the instructional model significantly at the .05 level.

4. Conclusion

The objectives of this research were 1. to develop English teaching skills based on interaction with learning. Promote reading comprehension ability and learning happiness of undergraduate students 2. To evaluate the effectiveness of the use of interactive English teaching and learning with cooperative learning based on Thai culture to promote reading comprehension ability and learning happiness of undergraduate students on the following issues 2.1 Compare English reading ability for students to understand before and after learning by using the interactive teaching method with cooperative learning; and 2.2 Study the happiness of learning English using the English learning model based on interactive teaching and collaborative learning. Use the Research and Development method using Mixed threads Research, characterized by the Design with quantitative data collection and supplemented with qualitative information (Creswell and Clark, 2011,) summarizes the research results, discussions, and suggestions as follows: Research on the development of interactive English teaching style with collaborative learning. The research results are as follows: The model consists of five components: 1. Reading Comprehension. Readers will use the same experience to understand what they read, ask questions, predict the content while reading, discussion, reflect, and summarize the learning. Help readers develop reading comprehension ability which is an essential skill for learning in the 21st century 2. The goal is to improve reading for comprehension ability 3. The learning process consists of five steps.

Including Activated world knowledge (A), learners used knowledge related to the content and allowed learners to express their original knowledge in preparation for reading Predict and Questioning (P). Students anticipate the content in advance (Prediction) and questioning with friends Read and summarize (R), learners anticipate vocabulary, predict events as they read, observe sentences to better understand each sentence's relationship. Finally, after reading, the instructor helps learners read, and Discussion and reflect and making graphic organizer. It is a reading ability evaluation step. Instructors can use various activities or exercises to analyze the reading script or have learners draw a rough understanding of what they read. Measure and evaluate results by conducting English reading tests for understanding and evaluating learning happiness; and 5 Success factors. Instructors should study each level of understanding in detail from the manual and prepare media. The teaching tool can be used to facilitate the smooth operation of the learning process by reducing or increasing the content according to the appropriate circumstances and ability of the learners to achieve their goals at their own time, as well as to provide advice, convenience, help and problem solving for learners' learning and activities. . The effectiveness of using the generated model considering 2 points as follows: 2.1 English reading ability for students to understand before and after school using the created format found that English reading ability for students to understand after school by using interactive English teaching management style with cooperative learning is moderate, statistically significantly higher than before school. At the level 05 2.2. Students' learning happiness in using the built-up model. Students enjoy learning in three dimensions Overall, 1st and 2nd are substantial, and 3rd are the highest. Considering the learning happiness of the students behind the use of the interactive English Instructional Model Collaborative study found that the highest average was emotional, followed by mental, social, and quality student learning. It was found that activities with friends were exciting and enjoyable. There is no stress when you have to answer questions from reading. Learners' happiness stems from

interaction with friends and instructors while doing learning activities. Granted, students feel good, confident, encouraged and proud, happy in learning.

5. Discussion

Students have their own goals, confidence, intentions and goals for English development. They plan to improve themselves by preparing before school and reviewing, practicing, developing English skills, speaking, listening to, seeking more knowledge to improve themselves, and believing that what they do will be good and able to improve themselves. Instructors and lecturers who help and understand students improve their students' self-development, discuss the results of research on interactive English learning and collaborative learning to promote reading comprehension and happiness in learning of undergraduate students, discuss the results of the research as follows: The results of the development of the Interactive Learning and Collaborative Learning. English Instructional Model through synthesized documents, interviewed teachers and students to create a model, then reviewed by the thesis controller, verified and obtained quality from experts with experience in teaching English subjects. Measurement and evaluation, curriculum and teaching methods have the proper quality of content accuracy. This is because the interactive teaching and learning style of English is implemented in conjunction with cooperative learning. The systematic method is to create and develop a model using the principles of Research and Development. Four steps are taken to obtain a draft model, one step is required for a requirement study. The next step is to design a draft model by using the data from the Phase 1 study to be synthesized with relevant concepts, theories, principles and research results. Quality review and remediation. Step 3 is a real-world, developed experimental procedure, and Step 4 is an evaluation procedure that takes into account comprehensive and optimized contextual results for future application. said research and development (R&D). It is both basic research and applied research. Most of the studies that are basic research focus on finding out the truth about theories, principles, rules for acquiring academic knowledge. As for applied research, it is a study that focuses on applying research results, including Design and development of English teaching and learning management according to interactive teaching guidelines. With collaborative learning, system approach has been implemented due to the achievement of various operations according to the goal (guest direction, 2007) Implementation of the system with design enables efficient access to educational goals. Furthermore, verification of the data back to the system controls the operation of the system. Kruse (2007) proposed an ADDIE model consisting of 5 steps, consisting of 1) analysis. Analysis of required requirements and areas of teaching management 2) Design phase, learning evaluation, media selection and learning management methodology 3) Development phase, development of learning management plan, innovation development, learning management and development of measurement and evaluation tools 4) Implementation phase. Learning management plans, innovations and measurement tools for real-world use; and 5) evaluation process evaluates all levels of learning management plans for the next application, which includes quantitative and qualitative data to obtain sufficient information and to address research issues as completely as possible. Creswell and Clark (2007) said: Mixed Method Research combines quantitative methodology and qualitative research to truly answer research questions. By doing so, it is thought that a single set of data is not enough to answer questions, using combinations of methods. To collect quantitative or qualitative data to answer research problems under the study, it will gain more reliable information. This section also examines the needs and needs of Brown (1999) Richards (2001) said that the key step in curriculum and teaching style development is to study and analyze learners' needs. Another researcher analyzed and synthesized principles, concepts, theories and research on Interactive Approach, Collaborative Learning, Reading Comprehension and

Happiness of Learning, and then used the synthesis results to create the Model. Then, the draft English teaching and learning management according to interactive teaching and collaborative learning was proposed to the thesis supervisor to improve, edit, and propose to experts for quality testing before applying to the sample group. And due to the spread of Covid virus, students need to study online, so using activities and learning procedures that allow learners to interact with each other. With classmates, readers, and teachers, as well as digital media and online exercises, learners can use their smartphones to find more information, creating a new experience and reading activity. As a result, students' reading scores after using the form are higher than before learning. It can be seen that the learning process of the interactive English teaching and learning model consists of 1) Activate world knowledge (A), 2) Predict and questioning (P), 3) Read and Summarize (R), 4) Discussion and Reflection, and 5) make GO graphic It is a learning process derived from studying basic and synthetic needs. Interactive Approach to the Conceptual Documentation with the learning process that begins by allowing learners to link their original knowledge to what to read. The concept of Rosenshin and Meister(1994) refers to the learning process. Starting with predicting is the prediction of the story read by the reader's original experience. The aim is to connect to the reader that he knows. What about reading in order to lead to reading content? Questioning and clarifying are mechanisms that enable readers to check their understanding and ultimately summarizing. In summary, the reader must distinguish the importance of each paragraph. By trying to connect what to read to oneself or situations that happen on Earth. Readers can create visualizing images about what to read before reading. While reading, check (monitoring) by asking how you understand. And after reading, readers summarizing by synthesizing the essence from what they read and evaluating by having readers evaluate what is good or criticizing what they read. Reading using interaction can allow learners to interact with friends or teachers and understand the script better, in line with Nuttall (1996). The use of an interactive reading process will make reading for understanding more effective. Anthony (2018) said that the benefits of interactive teaching are useful for reading for understanding because it allows learners or readers to use a variety of skills. The old knowledge experience helps understand what you read. In learning, learners will have the opportunity to share their knowledge and experience with their peers and share that knowledge to help build meaningful memories from what they read. Dgebuadze and Giorgdze (2017) said that the interaction process is a form of learning through communication activities. Learners need to reflect or tell what they think. Interactive learning takes into account the needs, abilities and interests of learners in teaching and learning. In addition, Interactive Approach offers students the opportunity to exchange opinions, talk and listen to others, and engage in activities with friends in online learning during the COVID-19 pandemic. Students usually stay in their homes and rarely work with friends in the same way as in regular classrooms. Therefore, interactive conversations with classmates and teachers give students the novelty of online learning the opportunity to do group reading activities through interactive teaching processes that allow students to interact together, said Debuadze and Giorgdze (2017). Learners need to develop a master's mind, which differs from that of learning both in the home, messenger, and receptionist. Factors such as learning environment, self-development, interaction with others, life goals, and Self-acceptance affects learning happiness learners enjoy learning because they enjoy activities with friends, have fun, exchange opinions and help each other. Students feel compassion from teachers and help when they have problems. If the report shows that the results Record the students' happiness in learning. The highest average is the emotional side, the highest level, followed by the mental side, the highest level, and the social side, respectively, which are discussed as follows: Emotionally, students enjoy the highest level of learning. Students are enthusiastic about their assignments. Working with friends, students need to do their best because of cooperative learning. All members of the group

Needed to share the blame, students are excited to learn new things, enjoy learning and doing activities in a different way, not just doing book exercises, enjoying practical learning and discussing ideas among group members, reducing anxiety and faster understanding of reading content. Using stimulating questions while studying, students interact with what they learn, get excited and concentrate on their studies. When students do their activities or answer correctly, compliments from teachers make students feel confident that they can do it, encouraged and proud. Johnson, Johnson and Holuec (1994) said, "Students feel better and more confident and improve their social skills and their ability to face stress and change. Mentally, students are very happy to learn. Students are willing to develop themselves. They study more to bring knowledge and information to develop themselves. I believe that I can make plans for self-development and try to follow the plan by preparing before school and reviewing after school. Try to practice English more, master English skills, practice English in everyday life, practice speaking, listen, seek more knowledge to improve yourself, and believe in yourself that what you do will benefit yourself and be able to improve yourself. This is an essential skill in reading English for understanding. Learning in the 21st century (3Rs 8Cs), as Grabe (1991) said, is the most essential and most widely used skill. Reading is also easy to integrate with, as Finocchiaro and Sako (1983) said that reading in higher education should be 50% of learning. Those who can read English better. The record shows that students have more confidence in expressing their opinions to their group members than to express their opinions to other members of the class. This is because students read together and become familiar with their group members due to conversations and exchanges. Commenting beforehand, therefore, there is more confidence in expressing opinions to members of the group than to different groups. On the social side, students are very happy to learn on a level. Because students are loved, affectionate, attentive and friendly by teachers, they can talk to teachers in and outside the classroom. Learner need instructions, advice or solutions from instructors, as well as receiving praise when expressing opinions or answering questions. Whether the answers are right or wrong, it gives students confidence to express their opinions and listen to other people's opinions and students enjoy learning when they are cared for and friendly with friends. When speaking or suggesting ideas, if members listen and agree to what students propose, they will feel confident and part of the group. Online learning due to the COVID-19 pandemic situation, students have fewer opportunities to talk and work with their friends, resulting in learning over the past year. Students need to stay in their homes and study alone. Instead, group activities allow students to work with friends. The Zoom program's Breakout Rooms provides students with the opportunity to talk to small groups of friends and switch between members each time they learn, and not feel unique. Online, in line with Johnson, Johnson and Holuec (1994) who said collaborative learning improves learners' relationships (More Positive Relationships among Students). Learners pay more attention to others, value the differences and diversity of Group. It also improves their social skills.

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Conflict of Interest Statement

The author declares that there is no conflict of interest regarding the publication of this study.

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