



The Use of Interactive Worksheet to Teach Speaking

Andre Ansah¹, Tera Athena², Endang Mastuti³

^{1,2}STKIP PGRI Bangkalan

Jl. Soekarno Hatta No.52, Jawa Timur 69116, Indonesia

³Universitas Adi Buana PGRI Surabaya

Jl. Dukuh Menanggal XII, Jawa Timur 60234, Indonesia

Corresponding email: therealandreansah@gmail.com

ABSTRACT

The purpose of the study is to show how Interactive Worksheets can be used to deliver speaking. The interactive worksheet was made by the instructor and is accessible online to encourage students to speak more. Students get the chance to express themselves in a stress-free and enjoyable way. The study used a descriptive qualitative research design and methodology. The sources of the data are the online interactive worksheet and the responses from students to it. Data collection techniques include observation and interviewing. Those methodologies are used by the researcher to evaluate the data's adequacy. Techniques for analyzing data include data condensing, data displaying, conclusion, and verification. The study's findings indicate that: First, help students practice speaking aloud without pressure. Secondly, encouraging their creative learning and speaking. Third, concentrate on assisting the students in developing their speaking skills. Just have fun when they speak, that's all. The disadvantage is that students may find it challenging to understand and accurately pronounce terms used in the text. In order to look up challenging terms, students can implement lively game combinations. The researcher offers suggestions for future research, educators, and students in this study.

Keywords: interactive worksheet, speaking.



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license
ISSN 2655-9722, DOI: 10.30650/ajte.v6i2.3956

1. INTRODUCTION

1.1. Introduction

In modern times, students particularly those in school, are accustomed to carrying about cell phones in the class. The advantages of multimedia learning will be closely correlated with its

utilization in education. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Miconi & Serra, 2019a). Online games, according to Fauzi et al. (2019) are a fun place for children and teenagers to play. Diverse techniques, adventures, and music can appeal to anyone who plays or participates in social network online games. Because it is free, promotes cooperation, improves English language skills, and discourages free promiscuity and drug use.

English is kind of complicated subject for all students, most of tutors or teachers and parents should work together so that students will get the lesson easily and want to learn English well. English subject is a little hard for them because they think that English is not essential or crucial for them. Moreover, one of the important subject and curriculum for senior high school is English. Human psychology dictates that a person will not learn a lesson if they do dislike the lesson, but naturally, they will adhere to it if he finds it enjoyable (Dibdya & Sudarso, 2023). They are more likely to prefer the subjects which they more likely to think that those are easy for them. So, it is the reason why mostly student do not want to learn difficult and hard subject for example like English. This is not because English is that difficult. But that is because they might have wrong method to learn it so they think it is bored especially if it happened to the situation where they have to practice speaking.

Speaking is one of the provide skills in language learning, and it contributes to the process of learning. Students are able to express their opinions verbally through speaking as what Thornbury (2022) says that we must accept speaking as an important role in daily life. According to Ramadoni (2019), there is a communicative performance involves it, and another crucial component, such as, fluency, grammar, vocabulary, pronunciation, stress, pitch, intonation and etc. Those elements are needed in speaking.

Parmawati & Inayah (2019) defines speaking as a productive skill that can be observed in direct way. In teaching speaking, Students must practice speaking up directly, and it should be interactive. Interactive worksheets are an online-based supplement to traditional teaching methods for improving language skills. They are intended to achieve a necessary level of efficiency in learners by providing corresponding games for each stage of language acquisition. English teachers have recommended more research on these interactive exercises because they have been found to be successful in teaching English speaking and listening skills.

The direct speech is more impromptu and interaction showed a noteworthy influence on how interactive worksheets were evaluated. That is because the majority of students believe that

speaking up in front of others is difficult for them and would rather avoid doing so because they have not had much practice speaking except by using interactive worksheet like games. According to de Freitas in Dibdya & Sudarso (2023), there is a growing trend for interactive games and simulation-based content, and support tutors assess which educational games and simulations can be most useful in their instruction.

Nowadays, the introduction of technology has brought about a revolution in teaching and learning in educational systems across the globe, enabling new online modes of interaction between students, instructors, and the larger community. Usually, that learning is interactive, focused on the student, group-based, and available whenever needed. Students spend the majority of their time on their devices. Students become more engaged in online activities during class as well. To keep students' interest, interactive computer-based activities should be developed for the classroom.

Teachers must consider their own teaching style, the motivation of their students, and the media in order to effectively teach speaking in a classroom. Utilizing media will assist students in achieving the educational goal. According to Miconi & Serra (2019b), media are defined as "socially realized structures of communication, where communication is a cultural practice and structures include both technological forms and the associated protocols." Consequently, it can be said that interactive worksheet medias are instruments that teachers utilize to help the students.

On the previous study, the research gives a result that interactive worksheet can provide many advantages for teaching speaking skills. One such benefit is that the curriculum materials may be customized to meet the unique requirements of every student, taking into account their learning preferences and degree of proficiency. For language learners who need significant assistance with speaking and listening, this method can be extremely helpful. Additionally, interactive worksheets can be utilized to help teachers reach the required degree of efficiency while instructing speaking skills and can give students a more exciting and engaging learning environment.

Based on the observation, teaching experience at Excellent Course, there were still certain issues with the students' English proficiency, particularly in speaking. When it came time to practice, the students lacked confidence. verbally in English. When forced to practice in front of their peers, they experience shame. Particularly if they had to give a solo speech performance. When the teacher asked them to speak in front of the class, they would negotiate the order. or even turned it down outright. They lacked confidence when speaking in English. They require media to encourage them to talk. Language-learning games are useful tools for learners. According to

Yolanda & Hadi (2019), Games can also be used to provide practice in all language skills and the application to practice various forms of communication which corresponds to the goals of teaching skills.

It can be inferred that language games are useful tools for students to enhance their speaking skills. Certain specializations exist in language games. By playing language games, students can learn in an enjoyable way. When it comes to using language games, teachers can be as creative as they like. Playing language games will encourage and inspire them to speak more in English and improve their comprehension of the language. For those reasons, it is evident that language games are media that can be utilized to enhance students' speech skills. Ideally, this study will assist tutors and teachers in teaching speaking to students, particularly those enrolled in Excellent Course.

1.2. Research questions

The research questions in this research are:

1. How does the tutor implement the worksheet to comprehend students' speaking ability?
2. How does the tutor implement the worksheet to comprehend students' speaking ability?
3. How does the tutor implement the worksheet to comprehend students' speaking ability?

1.3. Significance of the study

The following are the research study's implications are like, for students of Excellent Course, this study can be beneficial to learners, particularly those enrolled in Excellent Course, as it highlights the significance of having a strong desire to learn English as a means of enhancing their capacity to communicate successfully.

For English teachers or tutors at Excellent Course, it can make students become more increasingly motivated to learn English language and acquire the necessary skills especially for those who wish to study abroad teachers and tutors might enhance their teaching methods.

For the principle of Excellent Course is to be a reflection of their efforts to raise the standard of education. They encourage active participation in the course, provide prompt feedback, and use application to reinforce important topics. Furthermore, well-made worksheets may accommodate a variety of learning preferences, guaranteeing a more inclusive educational environment.

And for the researcher, after knowing the results of this research, the researcher will understand about what is actually the problem at Excellent Course that makes the students feel shy to speak English.

2. METHOD

2.1. Design of Research

Regarding this research, a case study that takes place in one of Bangkalan's English courses is analyzed using qualitative research methodology. The qualitative approach is a technique used to analyze natural objects, according to Sugiyono (2018). Based on the definition provided by Sugiyono (2018), the researcher decided to employ qualitative research methods in order to examine students' speaking skill by interactive worksheet-based games fiction in Excellent Course.

Information that intentionally depends on words, documents, and images rather than numbers is referred to as qualitative information. The main objective of qualitative analysis is to look into and learn about the current state of affairs. Usually, qualitative research culminates in a narrative report that is incredibly clear and detailed. For the aforementioned reason, the researcher's research design of choice is a descriptive analysis approach. Because the descriptive analysis main purpose is to describe a situation or phenomenon as it is, rather than to manipulate or treat the object of research.

2.2. Samples/Participants

This research was conducted at Excellent Course, which is located at Graha Mentari Mlajah, Bangkalan. This research uses primary data to collect the data from students at Excellent Course Bangkalan. This occurred on the Basic 2 level of Excellent Course Bangkalan, and it was implemented by the Excellent Course tutor to improve students' speaking abilities. In the meantime, the researcher only chose a sample of the five pupils for interviews. The students received consideration according towards their proficiency in their grasp of English, interest in speaking, and eagerness to engage in the educational process. They want to be encouraged to the interview, which is the main motivation. These factors turned into the main justification for getting original data.

2.3. Instruments

A total of three techniques are employed in this study by the researcher are field note observation and interview. The first tool uses field note observation to watch the participant, the proceedings, and the spot where it occurred. It covered both the academic achievement of the students and the media strategies the teacher frequently taught English. The second tool is the interview. One of the in-depth interview categories utilized by the researcher is semi-structured interviews, which gave a greater degree of execution flexibility than systematically conducted interviews.

2.4. Data analysis

An enormous amount of information needs to be explained and summarized when conducting qualitative data analysis on observational or interview data. Data reduction and conclusion-building or verification procedures are used in qualitative data analysis.

Data Reduction is the procedure for condensing, identifying the key ideas, simplifying, abstracting, and changing unprocessed data derived from observations made in the field that are notes jotted is referred to as the reduction of data. The information thus gave a fuller picture of the findings from the interviews and observational data. An overview of the words would constitute the result of the inspection. The researcher will use data reduction to look for all available material, encompassing interview and observation data. The data will then be selected based on the researcher's requirements. The scope of data collecting will be restricted to the topic under inquiry. In observation, researcher eliminates and reduces all elements or things that is not important to find results simply and easily. For examples, the researcher will not consider things to analyze when the researcher did the observation. The research only considers the important things related to the effectiveness of interactive worksheet for students. In interview, researcher only select and only use the accurate and appropriate answer after researcher gave the students some questions researcher will not use vocabularies that is not appropriate that students use to answer the interview and also to make it simple to understand.

Conclusion is the way that the researcher constructed conclusions from data collected in the field on a continuous basis. On the basis of the information that was previously examined through reducing data alongside data display. The conclusions presented are only limited and will be changed if hardly a lot of compelling evidence is discovered during the following phase of the gathering of data. However, once the initial conclusions are backed up by reliable, straightforward evidence whereas this research visits the exact location again to gather information, The exact conclusions drawn are true. In conclusion, researcher will conclude the point and essential result that researcher already found. The researcher will also make a conclusion based on interview that was given for students so that it will be easier to get the point in this research.

3.FINDINGS AND DISCUSSION

3.1. Findings

The researcher used observation and interviews to gather data for this study that has many advantages and positive results to the student in speaking. The researcher began by observing the teaching and learning process in an intermediate class using interactive worksheet-based games. The researcher observes the conditions in the class, how the students learn speaking in traditional

method comparing with interactive worksheet-based games. It can be found that students are enjoying their learning by interactive worksheet instead of traditional method. All types of information were gathered by the researcher through observation and interviews. In three meetings, the Excellent Course students' Interactive Worksheet for Speaking Instruction was implemented. Prior to starting the lesson, the tutor asks the students to play as a group. After that, the tutor verifies the students' attendance. The tutor proceeds to explain the meeting's goal after that. In addition, the tutor starts to walk through how to use the Interactive Worksheet on a mobile device while engaging in activities. The tutor then assigns a task that each student is expected to complete. To find out what they had to speak up about, students must first click the provided digital worksheet. Second, using the provided worksheet, the tutor will choose a student to speak up by spinning their name. Thirdly, they must take initiative and respond to the online worksheet's problem challenge by answering or figuring it out. Fourth, after completing every question, students must distribute their information to other participants so that they can have a group discussion. They do this by spinning a token to determine their discussion partner. Students and the tutor go over the questions and have a discussion about the post-activities. The tutor is inquiring about the opinions of the students regarding the benefits and drawbacks of the interactive worksheet.

Based on that, the researcher found the result and the effective way to teach speaking also found the difference the between traditional method comparing with interactive worksheet-based games in their psychology. In traditional way, they always feel nervous and not interesting different with interactive worksheet, they feel so cheer and enthusiast with their speaking learning. Not only that, the data also resulted from the researcher's examination of interactive worksheet-based activities for students at the intermediate level. Researcher collected all the information regarding interactive worksheet-based games for intermediate-level learning and examined the students' reactions to the instruction and learning of English speaking. Based on the observation, researcher has found the results that mostly students can boost their speaking ability by using interactive worksheet method freely. The researcher also found that they can be more cheerful to learn speaking by interactive worksheet-based game to kill their nervousness and become more creative in finding words to speak each other.

Beside observing, researcher also interviewed some students to get their answer and opinion about interactive worksheet-based game usage to learn speaking. In accordance with the findings gleaned from five pupil's interviews at Excellent Course Bangkalan, throughout the question-and-answer period, the learners responded well to the concern and showed enthusiasm

for speaking up by using interactive worksheet combined with games. It showed their enthusiastic during the activities when they had to speak up without shy by interactive worksheet-based game. Besides, the interactive worksheet-based game could boost their confident while speaking without worry to make mistakes. The combination between games and online worksheet made them easier to express their speaking ability without stress. On top of that, at the time the researcher conducted the question-and-answer session, the researcher came across that mostly students experienced their best way in using interactive worksheet-based games rather than conventional speaking learning.

Based on that, we can understand and we can conclude that all of students experience their learning method using interactive worksheet-based speaking are really great way for them. Also, in light of the researcher's findings and interviews with five students at Excellent Course based those five tables, the outcomes revealed that interactive worksheet-based games are useful for students to improve their speaking ability because they feel so fun and free to speak up. It appears that when the tutor asked some questions on a digital interactive worksheet on a mobile phone that was combined with games, all students were eager to speak up. Several students do not feel pressured to speak up because it is combined with something they can enjoy by playing multiple games at once.

Additionally, the students can boost their speaking style and vocabulary by freely solving the problems on the digital worksheet. Multimedia, games, scenarios, and dynamic exercises are examples of interactive elements that make the learning process easier and more enjoyable, as well as motivating students to practice speaking. Not only that, but interactive worksheets frequently include simulated conversations and dialogues, providing a simulated environment for students, particularly Excellent English Course Bangkalan, to practice real-life communication scenarios. Because interactive worksheet-based games frequently present challenges or scenarios that require spoken responses, it can engage challenges for them, making the learning experience more dynamic and immersive. Multiplayer or group games in interactive worksheets encourage student collaboration and communication, creating a welcoming environment for speaking. The result of

3.2. Discussions

In this section, the researcher found the correlation accurately with the literature source. According to (Dibdya & Sudarso, 2023), Interactive worksheet-based games for speaking gives some advantages and disadvantages to students and it is really correlated with what the researcher finds. Based on the data that researcher found with students, there are several advantages and disadvantages of using Interactive Worksheet in teaching speaking. The advantages are students feel free to speak up their ideas because it is fun, all students can express their vocabularies to

speak up, it can boost their speaking confidence with others, interactive worksheets encourage active participation, keeping students engaged in the learning process, through interactive exercises, students can focus on improving their pronunciation and fluency in a controlled environment, interactive worksheets often simulate real-life scenarios, preparing students for practical conversations in various situations, students can repeat exercises as needed, reinforcing language patterns and vocabulary, regular practice in a low-pressure and fun environment by interactive worksheet can boost students' confidence, making them more comfortable expressing themselves verbally, interactive worksheets can incorporate a variety of speaking activities such as role-playing, discussions, and oral presentations, catering to different learning styles so they will not be bored, interactive worksheet can increase their creativity in learning speaking through interactive worksheet-based games and can boost their social life also students enjoy in speaking class with their friends. Interactive worksheets for speaking can be more enjoyable because they engage learners actively, fostering a dynamic learning experience. Incorporating elements like conversation prompts, role-playing scenarios, and group discussions allows learners to practice speaking in a more practical context, making the learning process both enjoyable and effective.

For teaching speaking skills, interactive worksheets can be extremely beneficial. One such benefit is the ability to personalize curriculum materials to the specific needs of each student, as they can be adapted to suit each student's level and learning style. This approach can be especially beneficial for language learners who need a lot of help with their speaking skills.

Furthermore, Interactive Worksheets are useful to achieve the required level of efficiency when developing speaking skills, as well as to provide students with a more stimulating and enjoyable learning experience. Indeed, it has been proposed that games can be used to conquer some of the challenges of traditional teaching methods, as well as to improve the effectiveness of commonly used games in English speaking.

It has been demonstrated that using an interactive worksheet is an exciting strategy for expanding students' speaking performance. The desire of students to study English-speaking just as a foreign language may be piqued by the media. Because interactive worksheet-based game contributes to the development of a sense of community and camaraderie, strengthening social bonds among students, it is not only useful for speaking comprehension but also for boosting their social level. It is demonstrated by the findings of three meetings at the Excellent Course, which were observed and interviewed. The results of the observations and interviews It has been demonstrated that using an interactive worksheet-based game is an exciting fun tactic for improving pupils' comprehension of the test's objectives and their ability to comprehend language

(Dibdya & Sudarso, 2023) The desire for learners to study English to be performed as that of a foreign language may be piqued by the media. Because interactive worksheet-based games enable pupils form stronger social bonds by fostering a sense of community and camaraderie, it is not only useful for speaking comprehension but also for boosting their social level. It is demonstrated by the findings of three meetings at the Excellent Course, which were observed and interviewed.

4. CONCLUSIONS

4.1. Conclusion

Based on the discussion and analyzing the case of the findings that have been described previously and follow the indications, the researcher concludes that students in Excellent Course Bangkalan are more likely to enjoy speaking by using interactive worksheet than conventional and traditional learning. Those are because they feel enjoyable to speak, they will not be pressured, they can increase their creativity, and it can train their speaking without worrying to have mistaken.

The researcher obtained an interesting topic in interview that is about the student's perspective about their reasons they will prefer learning speaking by interactive worksheet The result showed that the reason of students in Excellent Course are often bored or nervous for speaking. But by interactive worksheet it makes them easier to solve all of their obstacle to learn speaking enjoyably.

4.2. Suggestions

Several suggestions for the English teacher and other researchers can be made with consideration of the previously discussed conclusions and implications. Here are some suggestions like, for the tutor of English, it is important that educators prioritize teaching speaking in addition to reading, writing, and listening. Speaking teaching is crucial, particularly in foreign language classrooms where it's one of the key measures of the effectiveness of the instruction. An engaging concept should be used to present the teaching and learning process. Since language games are easily accessible media, they can be used to enhance English instruction and the learning process. In order to help students become better speakers, listening exercises must be used as input activities. This is because students require the right input in order to produce quality work.

For the students, this study's activities are restricted to language game use. Numerous language games are available for use in the teaching and learning of English. The researcher anticipates that future studies will go further into the usage of various language games to enhance students' speaking proficiency.

For the other researchers, forecasts that the students will engage in a lot of speaking exercises both within and outside of the classroom. Additionally, the researcher anticipates that the students will independently enhance their speaking abilities outside of the classroom.

REFERENCES

- Dibdya, H., & Sudarso, H. (2023). Use of interactive worksheets to teach speaking. *English Teaching Journal: A Journal of English Literature, Language and Education*, 11(1), 50–54.
- Fauzi, A., Yudha, B., Harli, E., Kusmanto, T. H., Rangka, I. B., & Sapriyanti, S. (2019). Developing of TaPe Game App for interactive learning based on DGBL model for students in elementary school. *Journal of Physics: Conference Series*, 1318(1), 012034.
- Miconi, A., & Serra, M. (2019a). On the Concept of Medium: An Empirical Study. In *International Journal of Communication* (Vol. 13). <http://ijoc.org>.
- Miconi, A., & Serra, M. (2019b). On the Concept of Medium: An Empirical Study. In *International Journal of Communication* (Vol. 13). <http://ijoc.org>.
- Parmawati, A., & Inayah, R. (2019). *IMPROVING STUDENTS' SPEAKING SKILL THROUGH ENGLISH MOVIE IN SCOPE OF SPEAKING FOR GENERAL COMMUNICATION*.
- Ramadoni, Y. (2019). The effect of using Instagram on Eleventh Grade students' speaking skill. *Retain*, 7(1), 123–130.
- Sugiyono, P. D. (2018). Quantitative, qualitative, and R&D research methods. *Bandung:(ALFABETA, Ed.)*.
- Thornbury, S. (2022). Materials for developing speaking skills. In *The Routledge Handbook of Materials Development for Language Teaching* (pp. 218–232). Routledge.
- Yolanda, D., & Hadi, M. S. (2019). Using puppet games in teaching speaking for tenth graders of senior high school. *English Language in Focus (ELIF)*, 2(1), 1–8.