

Use of interactive worksheets to teach speaking

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ABSTRACT

The goal of the study is to illustrate how Interactive Worksheets for teaching speaking is used. Interactive Worksheet is an online interactive worksheet that was created by a lecture to encourage students to speak more. Students can record their speaking and they can get their speaking score instantly. The research uses descriptive qualitative research as its method and design. Online Interactive Worksheet, students and the result of the worksheet are the data's sources. Data collection methods include observing, interviewing, and documenting. Triangulation methodology is used by the researcher to determine the veracity of the data. Data analysis techniques include data condensing, data displaying, conclusion, and verification. The study's findings indicate that: First, help students pronounce the word correctly. Second, encourage someone to speak. Third, work on improving the students' speaking skills. Make speaking fun for the students, and that's all. The disadvantage, is challenging for pupils to understand the meaning of a term in the text and pronounce correctly. In addition, students can look up a challenging word in a dictionary. The researcher offers recommendations in this study for the teacher, students, school, and other researchers.



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1. INTRODUCTION

Internet based activity is closer to students nowadays. Most of the time students are busy with their gadgets. It also happens during the class; students will be more interested with internet-based activity. The development of interactive computer-based activity in the classroom should be created to maintain students' attention. Lectures can use worksheets as part of their instruction to enhance the efficiency and effectiveness of teaching (Pan, et al., 2006). In teaching speaking, students need to practice and it should be interactive. Interactive worksheets are a computer-based supplement teaching methods for improving language skills. They are designed to achieve a necessary level of efficiency in learners by offering corresponding games for each stage of language acquisition (Rahman et al, 2011). These interactive activities have been found to be effective in teaching English speaking and listening skills and have been recommended for further studies by English teachers (Liu and Chu, 2010). Researcher has evaluated curriculum materials intended to teach speaking and listening skills, which included the evaluation of listener effect on the speaking interaction. The direct speaking was more spontaneous (Dickson, 1981), and interaction indicated a significant impact on the evaluation of interactive worksheets (Klibanoff, 2006). There is an increasing activity for interactive games and simulation-based content, and support tutors evaluate educational games and simulations that can be most effective in their instruction (de Freitas, 2006).

Researchers have also examined how teachers use gesture and speech when asked without any artificial staging of the interaction, and it has been found that teachers' gestures do have an effect on learning outcomes (Goldin et al., 1999). Overall, interactive worksheets have been found to be a useful tool in enhancing language learning, with positive feedback from both learners and teachers (Leslie and Diandra, 2000). Interactive worksheets have been found useful in enhancing speaking skills. Many studies have aimed to find effective tools to enhance language learning and speaking anxiety, and games are one such tool (Tai et al., 2020). The integration of augmented reality (AR) technology into mobile games can increase learning by providing real-life context, which could encourage learners to speak more confidently (Liu and Yu-Ling, 2010). Teachers can implement interactive games for classroom presentations, making practicing and improving speaking skills more accessible and enjoyable for students (Ho and Nguyen, 2022). Interactive games also provide opportunities for assessment, and research has shown that assessment through game-based approaches can be effective in evaluating language proficiency (Bellotti et al., 2013). International teaching assistants are required to develop effective teaching methods, and interactive games provide an excellent opportunity to practice and improve speaking skills in a relaxed environment (Murphy, 1991). Generally speaking, cognition mechanisms are still being explored, but the applications of interactive games to improve language acquisition and communication skills are promising.

Furthermore, studies have shown that gamers possess better multitasking skills, which can support their ability to speak in a coherent and structured way (Susi et al., 2007). Thus, interactive worksheets provide an effective and engaging way to improve speaking skills and foster language acquisition. This study aims to describe the use of use of interactive worksheets to teach speaking. It is hoped to give the contribution of the ELT issues in maintaining the effective teaching speaking in ELT Classroom.

2. RESEARCH METHOD

There is only one research question in this study. The question asked how is the implementation of Interactive Worksheet in a speaking class. It is used to reveal students' activities as they are studying English in speaking class. The researchers apply qualitative approaches due to get the data. This study's approach was divided into four steps: The first step is pre-research, for pre-research the researcher will engage in the following activities during this stage: a) Creating a research proposal. b) Getting the research tools ready. The questionnaire and interview instructions were utilized as research instruments in this study. c) plan the data collection schedule. Second is data gathering, during this phase, the researcher will engage in the following activities: a) Handing out questionnaires. b) The study subject will complete out the questionnaire to provide the students' first impressions of the Interactive Worksheet platform. c) Conducting one-on-one interviews with each topic. d) Following the completion of the questionnaire by the subject, the researcher will validate and corroborate the answers given by the subject in order to obtain more information and points of view. e) The triangulation approach was used by comparing two ways of data collection, the questionnaire findings and the interview results. Third is analyzing the carefully in getting best result. Fourth is writing a report, in this step, the researcher will compose a report of the research result from the whole process of data collection about the implementation of Interactive Worksheet as an assessment platform in teaching speaking.

This study included 2021 batch students as the research subjects. Those students who were taking part in this study are considered to have prior experience with assessments in Interactive Worksheet, particularly in Speaking topics. The student was chosen randomly and because they had greater experience conducting online assessments, particularly in Worksheet Interactive. It was also used to supplement the material in this study. The question in this instrument was a closed-ended question, therefore the responses were easy to answer. Moreover, interview sheet It is used to determine about where students' perceptions are coming from. It was made up of a single type of interview sheet. The interview guidelines aimed for the student chosen from undergraduate students of English Department students in STKIP Al Hikmah Surabaya. All of students agreed that they will be a research subject. There are 5 students. All of students were from the same class, average age, and they are very enthusiast students. Those students are in the fourth semester. They

are consisting of 3 men and 2 women. All of students also having better internet literacy than others.

Furthermore, according to Miles (2014), the analysis flow based on an interactive analysis model. This study had some procedure that was conducted in four steps, those steps are: 1) Data collection, it refers to the process of gathering information in order to explain the studied subject. The data will be collected during the process's interview and documentation steps. 2) Data Consolidation, only data results or research findings related to the study problem are taken during the data reduction process. The problem was discarded for facts that had nothing to do with the investigation. 3) Data reduction, is a technique used in analysis that organizes, directs, classifies, sharpens, and discards unnecessary data. After data reduction process and grouped in certain categories, the data will be easier to be analyzed. 4) Data Display, after the data was grouped based on its categories, the next step is displaying the data. The purpose of attempting the data is combine the information about how the implementation of Interactive Worksheet to provide an overview of the situation based on the real-time condition. However, researcher can mastery the data and information easily as good as certain parts of the result of the research. Some narrative data and information about how the class conduct speaking class using Interactive Worksheet. 5) Conclusion is the last process after the step above finished is make a conclusion. After the data collected, it will raise a tentative conclusion, and after the data is completely analyzed the fixed conclusion can be obtained. After the data is obtained, a preliminary conclusion will be drawn, and after the data has been properly evaluated, a final conclusion can be drawn.

3. RESULTS AND DISCUSSION

The researcher obtained information through observation, interview, and documentation. The implementation of Interactive Worksheet in Teaching Speaking for students in Class 2021 of fourth semester has been done in three meetings. Before beginning the class, the lecture asks students to open the class by praying together. Then, lecture checking students' attendance. The lecture then goes on to describe the purpose for the meeting. Additionally, while-activities, the lecture begins to explain how to use Interactive Worksheet using LCD Projector. Then, the lecture gives a task that should be done by all of the students. First, students have to click the link given. Second, they have to click the question. Third, they have to speak and record their voice while clicking the microphone icon in the interactive worksheet. Fourth, after finishing all of the questions, students have to click finish and check their score that appears directly on the screen. For the post-activities, lecture and students reviewing the questions and discussing the correct answer. Lecture asking about students' opinion dealing with advantages and disadvantages of Interactive Worksheet.

Based on the discussion with students, there are several advantages and disadvantages of using Interactive Worksheet in teaching speaking. The advantages are: 1) Students feel free to speak up their ideas because it is privately and individually, 2) All students have change to speak up, they agree that it is advantages because in traditional class, only several students who can speak up due to the time limit and opportunity, 3) Students enjoy in speaking class. Moreover, the disadvantage of Interactive Worksheet is the scoring rubric which is suitable only for one student. To solve it, lecturers can ask students to do one worksheet for several students as one group, then the score will be the same for all of the group's members.

Interactive worksheets can provide numerous advantages for teaching speaking skills. One such advantage is the ability to tailor the curriculum materials to the specific needs of the individual student, as they can be adapted to suit the level and learning style of each student. This approach can be especially valuable for language learners who require extensive support in speaking and listening skills (Dickson and Janice, 1981). Furthermore, Interactive Worksheets can be used to achieve a necessary level of efficiency when teaching speaking skills, and can provide a more engaging and interesting learning experience for students. In fact, it has been suggested that games can be used to overcome some of the limitations of traditional teaching methods, as well as to enhance the effectiveness of ubiquitous games used in English speaking (Gozcu, et.al, 2016). Moreover, interactive touch screens have been shown to be effective in improving speaking skills

in language learners (Liu and Chu, 2010). Another key advantage of using interactive worksheets is the ability to provide accurate feedback to students. For instance, online feedback has been identified as having advantages over traditional feedback sheets, such as specifying the essential features of effective speaking and providing more detailed and personalized feedback (Yeh, et al., 2019).

Furthermore, teachers can use games to provide a fun and engaging way for students to practice their speaking skills. For example, the use of speech and thought bubbles in games has been indicated as having an important benefit for students, including improved study of math (Mercer et al., 2006). Additionally, interactive games can be used to enhance teacher-student interaction, promote peer collaboration, and improve listening and speaking practice (Murphy, 1991). Overall, interactive worksheets provide a range of benefits for both language teachers and learners, and can significantly enhance the efficiency and effectiveness of teaching spoken language skills.

4. CONCLUSION

According to the discussion above, the implementation of teaching speaking by utilizing the Interactive Worksheet The study's findings indicate that: First, help students pronounce the word correctly. Second, encourage someone to speak. Third, work on improving the students' speaking skills. Make speaking fun for the students, and that's all. The disadvantage, is challenging for pupils to understand the meaning of a term in the text and pronounce correctly. In addition, students can look up a challenging word in a dictionary. The researcher offers recommendations in this study for the teacher, students, school, and other researchers.

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