

USING WORKSHEETS TO TEACH ENGLISH SPEAKING SKILL

By

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Abstract

This research aimed at analyzing 1) effectiveness of using students' worksheets in increasing English speaking skill; and 2) efficiency of using worksheets in speaking instruction. It was a quantitative research using quasi experimental non equivalent control group design. The sampling method was non probability sampling using purposive sampling. The instruments used were speaking test to analyze the students' speaking skill, or the effectiveness of using worksheet on the other words; and questionnaire to analyze the efficiency in terms of students' learning result, learning effort, and teaching time. The findings showed that the worksheets were effective in increasing students' speaking skill ($0.00 < 0.05$). The effectiveness was seen from both linguistic aspects (ideas, pronunciation, vocabularies, and grammar) and sociolinguistic aspects. The use of worksheets was also found efficient in increasing learning result, learning effort, and the use of instruction time. Needless to say, there are still some suggestions need considering for better treatment in the future.

Key words: worksheets, speaking skill, learning effectiveness, learning efficiency.

BACKGROUND OF THE PROBLEM

Learning is a conscious effort of individuals to a change in behavior. Spector, (2012, p.6) defines that learning involves a change of what is believed by a person from what has not been previously owned. Meanwhile, Sanjaya (2010, p.215) defines learning as a series of concerted effort which is structured to facilitate the students' learning process. Prawiladilaga (2009, p. 18) defines learning as interaction between teachers and learners whose goal has always developed on the basis of competence or performance to be possessed by students after they finish studying. The learning process should be designed to provide maximum opportunity for students to learn.

Cognitive learning theory which was proposed by Piaget in 1929 provides a lot of main concepts in the field of developmental psychology and influences the development of the concept of intelligence. Piaget in Spector, (2012, p.60) suggests that the scheme used by a child to understand the information is divided into: (1) the period of sensorimotor, aged 0-2 years; (2) preoperational period, aged 2-7 years; (3) concrete operational period, aged 7-11 years; (4) formal operational period of 11 years of age to adults who are able to think abstractly and logically.

Meanwhile, Piaget in Sanjaya, (2010,p. 246) put forward the theory of constructivism which emphasizes that learners do not take for granted the knowledge they get, but they are actively

constructing knowledge individually. The implication of this is very influential in learning. That is, the learning process should be designed as a process for students to be able to obtain a significant learning experience. Therefore, designing appropriate learning has become a need in this matter.

There are various models of instructional design developed by some experts, one of which is ASSURE triggered by Heinich and developed by Smaldino as a planning tool to integrate the use of technology and media in learning, (Smaldino, 2011, p.111). ASSURE is a mnemonic of: A (Analyze learners) which analyzes the students; S (State standards and objectives) or specify standards and objectives; S (Select strategies, technology, media, and materials), or select a strategy, technology, media, and materials; U (Utilize technology, media, materials) or a mix of technology, media, and materials; R (Require learner participation) or involve the participation of students; and E (Evaluate and revise) or evaluation and revision, (Smaldino, 2011, p. 111).

Learning a foreign language has its own characteristics which are different from learning other disciplines. Language as a communication tool requires students to be able to use it actively both orally and in writing. In the objectives of level

educational unit curriculum or *KTSP* for Vocational High School students, English subject is intended to make learners have the following capabilities 1) master the basic knowledge and skills to support the achievement of English language competency skills programs; and 2) applying the mastery of English language ability and skills to communicate both orally and in writing at the intermediate level. (the development team of *KTSP*, 2006, p. 384).

Achievement of speaking skill so far is seen as the highest achievement when one is learning a language compared to the other skills i.e. listening, reading, and writing. Nunan (2003: 48) reveals that speaking is a skill to produce speech that includes the production process verbal utterances systematically to convey the meaning/intention. In producing fluent and accepted English speech, students need to know the aspects that underlie speaking skills, such as grammar, pronunciation, ideas, and vocabulary, called as linguistic competence. In addition, students also need to know when, why, where, and under what circumstances the language is spoken, or so-called sociolinguistic competence (Florez, 1999, p.5).

Therefore, teachers should be able to create language learning as a learning process for students in communicative and interactive ways. It can be implemented

with the use of communicative and interactive language teaching methods and to provide teaching materials to encourage students to communicate. Teaching materials is an important aspect in the success of a learning process. Smaldino (2011, p.4) states that innovation in the use of instructional media can expand students' learning opportunities. Another role is as a supplement teaching materials that support the learning process of students.

Mastery of speaking skill fluently and acceptedly is one of the goals which is still not achieved optimally in English learning process. It is caused by several factors such as lack of speaking exercise in class, lack of teaching materials that support improved speaking skills, as well as the implementation of the learning method that does not give students opportunity to practice and develop their speaking skills.

Data of tenth grade students' achievement in speaking skills at SMK 3 Metro in the academic year 2013/2014 shows that their speaking skill was still low, with a mean value only 61 (out of 100), below the value of other language skills, those are listening (72), reading (73), and writing (74). Based on the teacher review results, the low achievement was due to the lack of mastery of the linguistics and sociolinguistics aspects when producing the spoken utterances.

Students still had difficulties in developing the ideas on the themes discussed in conversational skills. Limited vocabulary and comprehension skills also made the mastery of speaking became more difficult. Seen from the aspect of sociolinguistics, the ability of students to understand the context of what, when, where and how to use spoken utterances was still low. Students were often unable to respond teacher's questions fluently and comprehensively in good English.

This study employed the use of worksheets in increasing students' speaking skill, learning efficiency, and learning interest. The worksheets were especially designed for instruction of the 7th basic competence in English curriculum for the tenth graders of vocational high school, that is "understanding vocabularies, English terms, and simple sentences based on the correct grammatical rules". The problems of this research were formulated as follow:

1. Does the use of worksheets effective in improving students' speaking skill?
2. Does the use of worksheets efficient in speaking skill instruction?

METHODOLOGY

This study employed quantitative approach using quasi experimental non equivalent control group design. The way

to decide the samples was by using non probability sampling technic, that is: purposive sampling. The result was that class X TGB (*Teknik Gambar Bangunan*) as the control group and class X TKJ - b (*Teknik Komputer dan Jaringan*) as the experimental group. The research instruments were 1) speaking test to measure the learning effectiveness, that is: students' speaking skill before and after the treatment; and 2) questionnaire to measure the learning efficiency in order to convince that the result of the post test in the experimental group was the result of the treatment, i.e. teaching speaking using worksheets. The variables developed in the questionnaire were related to: 1) students' learning effort; 2) students' achievement; 3) students' expectation and willingness related to worksheets; 4) efficiency of students' learning result. Besides, the learning efficiency was also gained by comparing the teaching time used in the treatment and in the normal time.

Both groups were given pre-test to find out their speaking skill at the beginning of the treatment. The next step was that the experimental group got the treatment, that is speaking instruction through the use of worksheets; meanwhile, the control group was taught by using the textbook as usual. At the end of the course, both groups were given post-test to measure whether there was any different

result on the speaking skill after the treatment. Otherwise, only the experimental group was given chance to fill in the questionnaire of learning efficiency. It was aimed to measure whether the worksheets given in the speaking instruction could contribute such an increase on their speaking skill. The validity aspects seen in this study were in case of content and construct validity. Meanwhile, the reliability of the speaking test was measured by using the technic of inter-rater reliability. The data of speaking tests gained were analyzed statistically by using independent sample t-test.

RESULT AND DISCUSSION

The speaking tests (pre-test and post-test) were done by doing interview test method. The students were asked some questions related to the topics discussed in the basic competence of the English curriculum. The speaking tests were examined by two raters in order to get the valid and reliable result. The statistical analysis result of the pre-test showed that the mean score of the control group was 59,15 while the experimental was 55,44. The significance test showed that there was no difference in case of the speaking skills between the groups in the level of significance 0.05 or 95% ($.14 > 0,05$). Therefore, it can be said that their speaking skills were homogenous in the beginning

of the treatment and this result can be such a reference to be seen after the treatment.

The similar speaking tests were then given after the different treatment for both groups. The results show that the control group got the mean score 62,60 and the experimental group got 75,14. The significance test (sig. 2 tailed) showed the score 0.00. it means that there was a significant difference in the results of the post tests ($0.00 < 0.05$). It indicates that the treatment for the experimental group had been proven effective to increase the students speaking skill. Therefore, it can be said that the hypothesis (H_1) was accepted

The next statistical test was done to measure the reliability of the speaking tests. It compared the score given by two raters for both control and experimental groups in the pre test and post test. The reliability test was done in the significance level 0.01 or 99%. The result can be seen in the following table.

Table 1. reliability coefficient

Class	Pre-test	Post-test
control group	.944	.949
experimental group	.753	.880

The result above indicates that the speaking skills of both control group and experimental group in the pre test and post test were reliable. On the other words, it

can be said that the score gained by the students really reflect their ability, accurate, and consistent.

The other objective of this study was to find out whether teaching speaking using worksheets was efficient or not. The instrument used to measure this objective were questionnaire and comparison teaching time in the groups. The questionnaire of learning efficiency was only given to the experimental group. There were 12 questions with 5 answer options by using likert scale 1 – 5. The maximal score of the 27 subjects in the xperimental group was 1620.

The score gained was 1312 or converted to percentage as $(1312/1620) \times 100\% = 80,1\%$. It indicates that teaching speaking using worksheets was efficient seen from the aspects of students' learning effort, students' achievement, students' expectation and willingness related to worksheets, and efficiency of students' learning result.

Meanwhile, seen from the aspect of teaching time comparison, it can be inferred that teaching time in the treatment, that is speaking instruction using worksheets is more efficient than in the normal time. The result is presented in following table.

Tabel 2. Teaching time comparison in the treatment and in the normal time.

Worksheet number -	Material/topic	Time used from the	
		During treatment	In normal time
1	<i>Expressing preference</i>	60 minutes	90 minutes
2	<i>Expressing preference</i>	60 minutes	90 minutes
3	<i>Expressing capabilities/incapabilities</i>	60 minutes	90 minutes
4	<i>Expressing capabilities/incapabilities, expressing preference, expressing dreams/hopes for the future</i>	60 minutes	90 minutes
5	<i>expressing dreams/hopes for the future</i>	80 minutes	90 minutes
6	<i>expressing dreams/hopes for the future</i>	80 minutes	90 minutes
Total time used in the meetings		410 minutes	540 minutes

The ratio score of the teaching time comparison is 540 minutes/410 minutes = 1,32. It indicates that teaching speaking using worksheets can be categorized to be highly-efficient.

Based on the results presented above, it can be said that teaching speaking using worksheets has met its objectives on the learning effectiveness and efficiency of the students. Worksheets are the media for the students to practice some functional English expressions. Worksheets were also found to be able to assist the students improve their speaking skill in case of linguistic and sociolinguistic aspects. From the aspects of linguistics, worksheets can help the students to develop ideas about the topics being discussed. Besides, the students also get some information about ideas, vocabularies, grammar, and pronunciation that help them much in improving their speaking skill.

Even though the quantity of the materials in the worksheets are limited to certain topics, they are still regarded as alternative teaching media which have important roles to be used in teaching speaking skill. This idea supports the notion by Smaldino (2011:4) that innovation in using instructional media can broaden students' learning opportunity. The role of media is also as supplement that encourage students to learn.

Teaching speaking using worksheets has been found effective to increase students' speaking skill in this research. This is possible because the intervention of using worksheets has clearly made the students learning speaking English in more active, interactive, and communicative ways compared to the learning process in the control group. Through the use of worksheets, the students are engaged actively to express, respond, ask, describe,

give ideas, etc. The positive result presented in this study supports the result of similar research conducted by Ampa (2013). This research developing contextual speaking materials reports that the speaking skill of the experimental class significantly increased after the treatment compared to the speaking skill of the control group.

Based on the result analysis of students' learning efficiency, teaching speaking using worksheets can be said efficient. This proves that the use of worksheets has been able to motivate and encourage the students to practice their speaking skill actively in the class. The use of worksheet has also lessened the teaching time rather than using textbook. On the other words, it can be inferred that using worksheets has made the students comprehend the speaking lesson easier and faster.

Moreover, using worksheets in speaking instruction is also regarded efficient to fulfill students' expectation and willingness to be able to speak English fluently and comprehensively. This is possible because all learning activities presented from the worksheets let the students to have same roles and opportunities to speak up, either to practice speaking in pairs or in groups. Finally, teaching speaking using worksheets has been found efficient in term of time

teaching spent during the treatment. This indicates that speaking instruction process is faster rather than teaching speaking in the normal time. Therefore, using worksheets in the speaking lessons can be a good solution to answer the problem in this study.

CONCLUSION

Based on the results of this reserach, it can be concluded the following things:

1. Teaching speaking using worksheets has been effective in increasing students' speaking skill. The increase of the speaking skill is seen from the aspects of linguistics including: ideas, vocabularies, grammar, and pronunciation and sociolinguistics related to the context of when, where, and how the language is used.
2. Teaching speaking using worksheets has been efficient seen from the aspects of students' learning effort, students' achievement, students' expectation and willingness related to worksheets, and efficiency of students' learning result. Meanwhile, seen from the aspect of teaching time comparison, it is also more efficient than in the normal time.

To some extent, the findings stated in the conclusion above can be such references that English teachers should begin to consider using worksheets in their speaking lessons. At last, it can be highlighted that the objectives of this research have been met as it is expected.

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