

The Use of Worksheet-Based Internet to Improve Speaking Ability in Learning English

by

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Abstract

The purpose of this research is to see how internet-based worksheets to improve speaking skills are implemented in the classroom and whether there is a significant effect of internet-based worksheets to improve speaking skills in English. This study uses descriptive qualitative and quantitative methods, which aim to collect student data in order to find out students' problems and their abilities in internet-based speaking worksheets. The population in this study was all 35 students of the seventh semester of the English Education Department of UMN Al Washliyah. The instrument used in data collection was the test. This research was conducted in three stages, namely, the first stage is to collect data from observations, interviews and tests, the second stage was to classify the data and the third stage is to analyze. Based on the results of calculations used two-way Anova, $0.083 < 0.05$, means that the ability to speak using internet-based worksheets is better than with the lecture method. The process of completing answers in Internet-based classes was better than in lectures. And there was an increase in speaking skills on the use of internet-based worksheets.

Keywords: Worksheet, Speaking Ability, Internet, English.

Introduction:

In the era of the industrial revolution 4.0, there is interactive and technology-based learning to improve students' abilities to carry out effective and accurate learning by implementing innovations in carrying out learning in the classroom. The use of IT in classroom learning is not far from synchronous and asynchronous face-to-face or online learning that can be implemented in learning (Hrastinski, 2008). Various kinds of problems are faced, namely the lack of ability to use the worksheet-based internet which is carried out by teachers to students to encourage students' speaking abilities. The practicality of the worksheet was shown from the results of practitioner

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assessments and student questionnaires, showing that the web-based worksheet was easy to use and attractive (Muchlis, Priatna and Dahlan, 2021).

Students have low and lack creativity in improving their speaking skills in learning English. In several semesters conducted by researchers or initial observations in learning, there is a lack of knowledge in implementing existing learning in improving students' abilities, namely being able to carry out internet-based learning (Anido, Llamas, Fernández, 2001). This is occurred because of the many problems that arise in learning in the classroom, namely the lack of understanding of teachers, and student worksheets to carry out existing learning to improve existing speaking skills. Thus, empirically, this study will contribute to material development efforts internet-based English learning.

So far, lecturers use textbooks, dictation, and practice modules in learning activities, which basically are not dynamic sources of learning and sometimes fail to meet student needs. Ideally, a lecturer should routinely select, adapt, and enrich learning materials every time they struggle with the lesson plan (Arsyad, 2002). Practically, this research will contribute to the application of developing English learning materials from a technology perspective (the internet). This unquestionably will have implications for the way lecturers choose and use materials in learning activities. Lecturers and students can collaborate in choosing learning topics that they enjoy so that students have space to determine what they want to learn (Gagne, 1975).

Internet and android application is recommended as a medium for learning English (Sunardi, 2021). Worksheets in this sense are student worksheets that can be used in classroom learning and employed as an exercise for existing students. Speaking is an oral language skill that is functional in everyday human life. But for Indonesian citizens, speaking fluent English is a formidable challenge because they don't use English as the language of daily communication

Speaking is a productive ability. Speaking cannot be separated from listening. When we speak, we create a meaningful text. In communication, we can find speakers, listeners as well as messages and feedback. Besides that, speaking cannot be separated from pronunciation. Oral speech is one of the tasks of a lecturer that is not easy. The lecturer who is experienced and creative will not have difficulty in choosing the right strategy for selecting the task (Sirait and Harahap, 2019). According to Nunan, (2003) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile, according to Tarigan (1990: 8), speaking is a way to communicate that affects our daily lives. This matter means speaking is a way of communicating that can affect a person's life.

This undeniably gives a positive feel to learning activities which so far have only relied on textbooks and learning resources that are not updated. This study will find out how internet-based worksheets are used to improve speaking skills and are implemented in the classroom and whether there is a significant effect of internet-based worksheets to improve speaking skills in English. The Formulation of the problem is 1. How are internet-based worksheets to improve speaking skills implemented in the classroom? 2. Is there a significant effect of internet-based worksheets to improve speaking skills in English? The specific objectives of this research are as follows: 1. Knowing internet-based worksheets to improve speaking skills carried out in class. 2. Knowing the significant effect of internet-based worksheets to improve speaking skills in English.

Research Methods:

This research is based on qualitative and quantitative descriptive methods, which aim to collect student data in order to know the problem-solving analysis of students' writing skills

through Internet-based learning worksheets. It is aimed to see the ability of students, Qualitative descriptive research is research that is used to provide a phenomenon or description of what conditions can be without manipulation of one of the variables. The qualitative description describes something and analyzes the existing conditions. The research method used in this study is a descriptive-analytical method with a qualitative approach, where the data is in the form of words and not a series of numbers that have been collected and processed based on analysis (Bogdan, 1982). The location of research was carried out at the Muslim Nusantara University Al – Washliyah.

The population is the whole object of research as a data source that has characteristics in a study. There were students of English education in the 7th semester, totalling 35 students. The sample is the selection of representatives from all research objects. Based on the existing population, the researcher took 30 students randomly as the research population. This test uses an Internet-based worksheet in the form of a written test rubric and an observation rubric (non-test) to make it fit for its purpose.

Results and Discussion:

The results of the speaking ability test provide information about students’ abilities before and after the learning process, both in the experimental class and in the control class. The information is in the form of data from the pretest (initial test), and post-test (final test). Furthermore, the normalized gain value of students’ speaking ability was calculated from the difference in the posttest and pretest scores divided by the maximum (ideal) score difference with the pretest score. The average value of gain in which was an illustration of increasing students’ speaking skills in learning using internet-based worksheets and lecture techniques. Descriptively, the results of research regarding speaking skills using internet-based worksheets and lecture techniques are as follows: The first stage: At this stage descriptively the data that has been obtained is then described to provide an overview of speaking skills which includes pretest scores, post-test scores and speaking ability gain values.

Table 1: Descriptive of Speaking Skill Pre-Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class	48	2	5	4.8766	0.89951
Control Class	47	2	5	3.92609	0.66896

Based on the results of the calculations, it can be concluded that the average value of the speaking ability pretest in the experimental class (internet-based worksheets) is higher than the average value in the control class (lecture technique), meaning that overall, the data obtained from the pretest test given to Internet-based worksheet class is higher than lecture technique class.

Table 2: Descriptive of Speaking Skill Posttest Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class	47	10	17	13.2128	1.81702
Control Class	46	6	15	10.8913	2.03555

Based on the results of the calculations, it can be concluded that the average post-test score for speaking skills in the experimental class (internet-based worksheets) is higher than the average

post-test score in the control class (lecture technique), meaning that overall, the data obtained from the post-test given the internet-based worksheet class is higher than the lecture technique class.

Table 3: Descriptive Gain of Speaking Ability Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class	47	0.375	0.8	0.5713	0.1011
Control Class	46	0.176	0.688	0.438	0.114

The gain value of speaking ability Based on the results of the calculations, it can be concluded that the average value of gain in speaking ability in the experimental class (internet-based worksheets) is higher than the average value of gain in the control class (lecture technique), meaning that the overall gain valuable data in the worksheet class internet-based is higher than lecture technique class.

The second stage is the Prerequisite Test. Before the data is analyzed using the ANOVA test, the data to be tested must meet two conditions, namely the normality test and the homogeneity test. One of the requirements in quantitative analysis is the fulfilment of the assumption of normality of the distribution of the data to be analyzed. The data normality test used the Kolmogorov-Smirnov test. The formulation of the hypothesis to test the normality of the data is H₀: The sample comes from a normally distributed population H_a: The sample comes from a population that is not normally distributed. The test criteria used are: If the value of significance (sig.) > 0.05, then H₀ is accepted, meaning that it is normally distributed. If the value of significance (sig.) < 0.05, then H₀ is accepted, meaning that the distribution is not normal. The results of the calculation of the normality test of the speaking ability gain valuable data in the experimental class and in the control class. A significance value greater than the level of significance value (sig.) =0.05, namely for the experimental class 0.083 > 0.05; while for the control class 0.300 > 0.05. it means that h₀ is accepted, this means that the data on the gain value of students' speaking abilities who get internet-based worksheets and lecture techniques are normally distributed.

The homogeneity test is testing the suitability (homogeneity) of variance against the control group and the experimental group with a significance level of = 0.05. The homogeneity test was carried out using the Homogeneity of Variances (Levene Statistics) test. The formulation of statistical hypotheses to test the homogeneity of variance of the two groups of data are H₀: 1 2 = 2 2: both samples come from populations that have homogeneous variance H_a: 1 2 2 2: both samples come from populations that have non-homogeneous variances The test criteria used are: If the value of significance (sig.) > 0.05, then H₀ is accepted, meaning that the data variance is homogeneous. If the value of significance (sig.) < 0.05, then H₀ is accepted, meaning that the data variance is not homogeneous.

Table 4: The Result of Homogeneity Test of Speaking Ability Gain Score Experiment Class and Control Class

Test of Homogeneity of Variances			
Speaking ability			
Levene Statistics	Df1	Df2	Sig.
.149	1	91	.701

Based on the test criteria, it can be concluded that the significance value (sig.) is $0.803 > 0.05$, so H_0 is accepted. Thus it can be concluded that the value of the ability gain is taught using internet-based worksheets and homogeneous lecture techniques. The hypothesis proposed is that the improvement of students' speaking skills that are taught using internet-based worksheets is better than students who are taught using lecture techniques. Thus it can be stated that:

H_0 : improving speaking skills using internet-based worksheets is not better than improving speaking skills using lecture techniques.

Statistical hypothesis:

$$H_0 : \mu_e = \mu_k$$

$$H_a : \mu_e > \mu_k$$

Where:

μ_e is students' speaking ability which is taught using internet-based worksheets

μ_k is the students' speaking ability which is taught by using the lecture technique

The results of the analysis using ANOVA are presented in the following table:

Table 5: Anova Test of Students' Speaking Ability Gain Value

ANOVA					
Speaking ability					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.412	1	.412	35.349	.000
Withing Groups	1.059	91	.012		
Total	1.471	92			

Based on the ANOVA analysis table above, it can be seen that if the significant value < 0.05 is $0.000 < 0.05$, then H_0 is rejected. This means that increasing students' speaking skills using internet-based worksheet techniques is no better than improving students' speaking skills using rejected lecture techniques. This means that improving students' speaking skills using internet-based worksheets is better than improving students' speaking skills using lecture techniques. Based on the results of the study it was concluded that: (1) From the test results, it was found that the speaking ability test kit for using internet-based worksheets, which is one of the goals of learning English at top universities, needs serious attention. (2) From the results of the trial of learning techniques in the form of using internet-based worksheets on students with various learning media, it is obtained that learning media can improve various speaking abilities, student learning activities, as well as positive attitudes and students' motivation as seen from the two-way Anova value, namely $0.083 < 0.05$ means that the ability to speak using internet-based worksheets is better than the ability to speak using the lecture method.

Conclusion:

The ability to speak in English is one of the skills that exist in English in addition to reading, writing and listening. Internet-based worksheets can translate abstract ideas into concrete and

realistic, easy to obtain, inexpensive, and easy to use in various stages of learning. From the explanation above, both theoretically and previous researchers have shown that internet-based can improve speaking skills in English. This research is in the hope for lecturers from universities from the Muslim Nusantara Alwashliyah University to help develop students' speaking skills using internet-based worksheets. Based on the results and conclusions of the study, it is recommended: that (1) English education teachers need to pay attention to speaking skills and student-centred learning techniques in every process of learning English in the classroom, (2) Students in completing their final project (thesis) need to consider to analyze various existing English language skills and student-centred learning models, (3) English education lecturers are expected to be able to examine student-centred learning models with various existing techniques with various speaking abilities both through research and during the learning process in class, (4) Related agencies (principals, education offices) are expected to cooperate in implementing learning innovations in the field.

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