

## CHAPTER I

### INTRODUCTION

#### **A. The Background of The Study**

Speaking is the primary indicator of successful language learning, which means that success in language learning is often measured in terms of the ability to carry out a conversation in the target language (Richard, 2009). By speaking, students can interact and communicate with both students and teachers. Fulcher (2015) states that speaking is the verbal use of language to communicate with others. Based on that statement speaking is a tool to communicate and express our feelings or thoughts to others, with speaking we can explain and express many things that we want to tell much more than other communication tools like writing, body gestures, etc.

Many students find it difficult to apply speaking in the learning process nowadays because of the lack of vocabulary, wrong pronunciation, and wrong grammar. This becomes one of the reasons why their ability to speak is not developed at school. During the English-speaking learning process, they feel worried so much that they will make some mistakes. That makes them fail to participate during the speaking learning process. They would rather keep silent than speak during the English learning process. It always happens among almost all students in Indonesia, especially at Junior High School.

The urgency to give special attention to English language learning for junior high school students highlights the impact of the removal of English as a compulsory subject at the primary. The move carries significant implications,

forcing junior secondary students to face new and more complex challenges in learning. Previously, at the primary level, students had been introduced to the basics of English. However, with this new curriculum, the lack of exposure to English at the primary level meant that junior secondary students had to learn more complex material and required mastery of higher skills in English. This condition emphasizes the need for a more targeted and effective learning approach at the junior high level to ensure that students can overcome these challenges and gain a deep understanding of English according to their developmental level, especially in speaking skills.

The utilization of instructional tools such as lesson plans, syllabi, textbooks, and student worksheets is paramount in enhancing speaking skills in English language learning. These resources provide a structured framework that guides both teachers and students, facilitating systematic and consistent language practice. According to Richards (2009), effective lesson planning and use of supplementary materials contribute significantly to the development of communicative competence by offering varied and interactive activities that promote active student participation. Furthermore, integrating these tools ensures that the learning objectives are aligned with the teaching methods, thereby optimizing the language acquisition process (Brown, 2007). The strategic implementation of instructional materials not only supports curriculum delivery but also encourages a conducive learning environment where students can practice and refine their speaking skills through guided and spontaneous interactions.

Based on the results of observations and interviews with 8th grade English teachers at SMPN 1 Siempat Nempu Hulu, it was found that teachers still do not use worksheets to improve students' speaking skills. The use of worksheets in learning still focuses on reading and writing skills. In terms of practicing students' speaking skills, the teacher mostly invites students to repeat the words the teacher says based on the textbook used. Below are the results of interviews that have been conducted during the observation:

**Table 1.1 Interview Result**

No	Question	Answer
1.	<i>Dalam melakukan pembelajaran khususnya untuk meningkatkan kemampuan berbicara, apakah Ma'am belum menggunakan worksheet yang mendukung?</i>	<i>Dalam proses pembelajaran, tentu saya menggunakan worksheet, namun untuk melatih kemampuan berbicara siswa, saya belum menggunakan worksheet, saya lebih dominan mengajak siswa mengulang kata-kata yang saya ucapkan dari buku pembelajaran.</i>
	In conducting learning, especially to improve speaking skills, have you used any supporting worksheets?	In the learning process, of course I use worksheets, but to train students' speaking skills, I have not used worksheets, I mostly invite students to repeat the words I say from the learning book.
2.	<i>Mengapa Ma'am belum menggunakan worksheet untuk melatih kemampuan berbicara siswa?</i>	<i>Pada saat pembelajaran, saya merasa kesulitan jika menggunakan worksheet untuk meningkatkan kemampuan berbicara karena keterbatasan waktu</i>
	Why haven't you used worksheets to train students' speaking skills?	At the time of learning, I find it difficult to use worksheets to improve students' speaking skills due to time constraints
3.	<i>Apakah Ma'am mempertimbangkan penggunaan worksheet dalam pengajaran untuk meningkatkan kemampuan</i>	<i>Sebagai seorang guru saya pasti sudah mempertimbangkan penggunaan worksheet dalam pembelajaran, namun karena keterbatasan waktu yang saya sebutkan tadi, saya masih</i>

No	Question	Answer
	<i>berbicara siswa? Jika tidak apa alasannya?</i>	<i>menggunakan metode dengan mengajak siswa mengulang kata yang saya ucapkan, setidaknya membantu siswa untuk melatih pronunciation mereka.</i>
	Do you consider using worksheets in teaching to improve students' speaking skills? If not, what is the reason?	As a teacher I must have considered the use of worksheets in learning, but due to the time constraints that I mentioned earlier, I still use the method by inviting students to repeat the words I say, at least it helps students to practice their pronunciation.
4.	<i>Bagaimana Ma'am melihat pentingnya penggunaan worksheet dalam mengajar keterampilan berbicara di kelas?</i>	<i>Worksheet bisa membantu siswa mempersiapkan dirinya sebelum berbicara karena memberikan latihan yang terarah bagi para siswa tersebut. Jika saja saya bisa mengelola waktu atau lebih terampil dalam menggunakan teknologi, kemampuan berbicara siswa pasti lebih mudah untuk ditingkatkan</i>
	How do you see the importance of using worksheets in teaching speaking skills in the classroom?	Worksheets can help students prepare themselves before speaking because they provide directed practice for the students. If only I could manage my time or be more skillful in using technology, students' speaking skills would be easier to improve.

The importance of worksheets lies in their important role in English language learning, particularly in enhancing speaking skills. They provide structured activities that encourage students to practice speaking in a focused and meaningful way. By offering a variety of tasks such as dialogues, role-plays, and discussion prompts, worksheets help students develop fluency and confidence in their spoken English. According to Harmer (2007), worksheets

can scaffold learning by breaking down complex language tasks into manageable parts, thus enabling students to build their speaking competence progressively. Moreover, they offer opportunities for repetition and reinforcement, which are essential for language acquisition (Ur, 2012). The use of worksheets also allows for differentiated instruction, catering to the diverse proficiency levels within a classroom and ensuring that all students can participate and benefit from speaking activities.

Based on the findings from the observation, the researcher decided to develop worksheets that aim to improve students' speaking skills in English learning. The worksheets designed in digital format to increase students' engagement and interest in completing the tasks. The development of digital worksheets is intended to utilize technology to foster a more interactive and motivating learning experience and is expected to streamline learning time. The platform that will be used in designing the worksheets is Quizizz. The platform's game-like interface encourages friendly competition among students, which has been shown to increase motivation and participation (Khalid & Hameed, 2021). In addition, Quizizz provides instant feedback to students, helping them identify areas for improvement and reinforcing learning (Santos et al., 2020). This immediacy is crucial in today's educational landscape, where timely feedback can significantly impact student performance. In addition, Quizizz supports a variety of question formats, including multiple choice, true/false, and open-ended questions, allowing educators to effectively assess a wide range of skills and knowledge (Shah, 2020). Overall, Quizizz is a valuable tool for modern

educators looking to improve learning outcomes through engaging and interactive assessment.

### **B. The Problem of the Study**

Based on the background of the problem above, the research problem formulation is as follows:

How are digital worksheets developed for teaching speaking skill to eighth-grade students at SMPN 1 Siempat Nempu Hulu?

### **C. The Objective of the Study**

The objective of this study is to develop digital worksheets for teaching speaking skill to eighth-grade students at SMPN 1 Siempat Nempu Hulu.

### **D. The Scope of The Study**

This study focuses on developing the digital speaking worksheet to grade 8 junior high school in first-semester learning. The worksheet will be developed based on students' needs in transactional and interpersonal text with the Quizizz platform.

### **E. The Significances of The Study**

#### **1. Theoretically**

This research is expected to provide additional knowledge in English language learning. In addition, this research can also be an alternative learning media.

#### **2. Practically:**

a) For teachers, this paper can be an additional reference to evaluate and improve student worksheets in teaching English.

b) For students, this paper helps them to know how interactive their English learning process is in class after the application of student worksheets. Integrated learning will not be boring for students, so they can improve it.

c) For researchers

For researchers, this paper can provide valuable insights into the effectiveness of student worksheets in improving English language teaching and learning especially in improving speaking skills. Researchers can also contribute to assisting the development of pedagogical strategies that make learning more interesting and effective.