

PROMOTING LIVE WORKSHEETS TO RAISE SENIOR HIGH STUDENTS' SPEAKING CONFIDENCE AND MOTIVATION

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Abstract: Based on observations made in one of many existing senior high specialized government schools specifically in SMAN 20 Batam where English is a compulsory subject, the writer found that speaking motivation and confidence is still lacking, as well as a lack of technology exploration. By combining technology and face-to-face instruction, the method of blended learning (BL) used in this study utilizes Classroom Action Research (CAR) method. In addition to the pre-test and scoring rubric of the CAR cycle, Live Worksheet is provided as a breakthrough to solve the shortcoming by executing the online interactive platform as a post-test (final evaluation). As a result, of the Live Worksheet implementation of the blended learning CAR method, 90% of students of a representative 10th senior grade class have increased their speaking motivation and confidence, with 3 out of 5 speaking skill elements such as grammar structures, fluency, and pronunciation showing improvement skyrocketed to 80 points, contrast to the low pre-test result of 60 points for each element.

Keywords: *speaking motivation and confidence; blended learning; technology; Live Worksheet*

INTRODUCTION

Speaking is a necessary part of being a human, and good communication is necessary for many different reasons and chances. Language is how we are able to connect with individuals from different backgrounds and develop relationships, especially with EFL (English as a Foreign Language) speakers. It is supported by a prior study by (Abugohar, Yunus, and Rashid 2019) that there is growing recognition of the critical, crucial importance communication skills are given in language teaching and learning; speaking accurately, confidently, and fluently is at the top of this list. Both social interactions and career prospects require effective speech communication. Speaking effectively is one of the four language abilities that are most difficult and demanding for EFL learners to master. In an EFL setting, a learner faces challenges for a number of reasons that

prevent them from developing this important communication ability.

Two essential components, such as confidence and motivation, are required to master a well-spoken English language. To achieve a high level of speaking performance, one needs both internal and external drive, which fosters self-confidence. According to a prior study by (Menggo 2018), Kitjaroonchai & Kitjaroonchai (2012) discovered a substantial positive relationship between students' motivation for studying and their academic accomplishment. Students learning results improve when they use motivation as a "smart processor" to facilitate their needs and achieve the objectives of the curriculum. Studies have shown that student's passion for learning English affects their ability to speak. For instance, (Degang 2010) asserted that students are about equally driven to speak English and to study the language. In addition, (Huang 2010) noted that intrinsic desire and

student self-confidence were important variables influencing students' English-speaking frequencies outside of the classroom.

Yet, in order to enable good discussion when speaking English, a media is needed to increase motivation and confidence. Technology is one of the many media that can be used to motivate people as humanity advances toward the wide range of current and advanced gadget options, along with their platforms and features, in the twenty-first century. This is congruent with a previous study by (Muslem, Yusuf, and Juliana 2018) that noted a few technological advantages, like Muslem and Abbas (2017). Noted by (Chernobilsky and Granito 2012), issuing the correlation between motivation and ICT, since "technology has the potential to be a powerful educational tool for those that have interest and needs to be taught and embraced at an early age". As a result, it is more likely that students who use technology will maintain their attention for longer.

Prior to provide any help, it is important to first identify motivation and confidence as the research variables by carefully examining each difficulty that arose during observation and execution. In one of Indonesia's government high schools that focuses on senior high students, especially those in the tenth grade, researchers found that most students, especially those who felt anxious or afraid of being laughed at or pointed at, had low motivation and confidence to speak in the target language, regardless of how interested they were in learning and using the language. This could have a negative impact on their performance in school and in daily life. It supports a few assertions made in a prior study by (Yaniafari and Rihardini 2020) highlighting several observable specific traits of learners who have high levels of anxiety include: (1) having the tendency to avoid communicating, (2) having difficulty in concentrating, (3) forgetting things, and (4) even feeling panic when they are suddenly asked to communicate in a second or foreign language without enough preparation or time to think (Horwitz, Horwitz, and Cope 1986; Macintyre 2007).

When this occurs, language learners begin to avoid speaking and interacting with others, which reduces their exposure to the target language (Riasati 2012).

The purpose of this study is to determine whether it is possible to use technology as a tool to increase motivation and confidence in speaking English, in addition to the many other advantages that come with it. As defined by (Mishra and Koehler 2006), TPACK (Technological Pedagogical Content Knowledge) is the knowledge that teachers require in order to integrate technology. According to a previous study by (Sofendi, Inderawati, and Vianty 2021) teachers in the modern era must be knowledgeable of the most recent updates of teaching and learning trends. Teacher education programs are starting to be reorganized around the TPACK paradigm to better equip teachers to teach with technology (Setyowati 2017). The knowledge of a teacher consists of "content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values, and their philosophical and historical grounds" (Shulman 1987), as cited in (Mishra and Koehler 2006).

According to Shulman, instructors' content and pedagogical knowledge connect in their thoughts, placing pedagogical content knowledge at the core of their body of teaching knowledge. To facilitate for instructors to properly employ ICT in the teaching and learning process, (Mishra and Koehler 2006) claim that they must obtain knowledge that demonstrates how to do this. As a result, they provide a framework that blends technological knowledge into the pedagogical content knowledge.

As a result, teachers and students are impacted by the incorporation of technology into the existing curriculum as a result of mankind living in the 21st century with its rapid development and rise of technology, particularly in the realm of education. Teachers who participate in teaching and learning must be capable of embracing technological adaptation as an alternative

pedagogical method to the traditional face-to-face method and in the wake of the COVID-19 worldwide pandemic. Technology and face-to-face instruction can be combined, particularly in the 21st century when blended learning (BL) is a reality and is incorporated into the Independence Curriculum (*Kurikulum Merdeka*). Given that the current Independent Curriculum is consistent with a prior study by (Hassan, Syarif, and Zainil 2022), and that one of the most crucial talents in the twenty-first century is the capacity to use a variety of media effectively. Blended learning's ability to support independent work depends on a diversity factors, including students' capacity for self-organization and independent functioning (Hubackova and Semradova 2016).

The inclusion of Live Worksheet, which makes worksheet creation easier than manual assessment through paper-based assignments or examinations, is another enhancement that benefits teachers. This is in tune with earlier research by (Puspita et al. 2022) that explains how the use of E-LKPD (electronic worksheet) media can enhance the attraction of the educational process. In addition to being practical for students to use either synchronously or asynchronously, live worksheets utilized in electronic LKPD (worksheet) include variety aspects that can make LKPD (worksheet) more appealing (Lathifah, Hidayati, and Zulandri 2021). Measuring learning outcomes is essential because students are able to see the achievements obtained. They will therefore continue to improve their efforts to improve their learning results. A live worksheet application is simple to use for teachers. Teachers can create their own worksheets in this tool or use ones that are already available. The teacher's uploaded file (doc, pdf, jpg, or png) will be transformed into an image. A file can be dropped into position by the teacher, or the student's response can be typed into a box. Because of the program's accessibility, students can use it without difficulty. The teacher's email account will receive the student responses so that they can be examined.

The effectiveness of Live Worksheet for increasing speaking confidence and motivation is one of the many reflections of technology for teaching and learning positively by utilizing another contemporary platform for educational purposes, according to the results obtained during post-test implementation. The following assertion, which is corroborated by earlier CAR study by (Ferstephanie and Lady 2022), succinctly indicates that it was successful to use the TikTok app to educate pupils speaking skills. It was encouraging to hear the students' opinions on using TikTok for language training. The TikTok app contributed to a fun and interesting learning environment. The utilization of TikTok during the educational process inspired and motivated students to take part in oral discussion. Teachers and students may find it simpler to access the educational resources with the help of TikTok. TikTok offers many components that may be used to make the films more interesting and interactive, which enables students to create a range of English-speaking content. TikTok enables students to put their language learning into practice and apply it in authentic contexts, which enhances their speaking abilities.

The significance and growth of blended-learning (BL) and its effect that has helped students gradually improve in many aspects of compulsory English such as speaking besides their technological skills, indeed shows how blended-learning is as interesting as the results are towards academic performances. It is in line with a previous study by (Albiladi and Alshareef 2019), providing evidence of the effectiveness of technology towards academic performance. The results, according to the researcher, demonstrated that the adoption of blended learning has a favorable effect on the learning outcomes of students.

Hereby in this study after a few explanatories concerning English speaking and technology as part of the 21st century teaching and learning trend enlightened by statements from previous studies, researcher wishes to determine how does blended learning by promoting live worksheet, an online interactive multiple choices could help raise

speaking confidence and motivation in an ESL (English as Second Language) classroom, formulating two objectives of the research, what are the main factors of students' low confidence and motivation in speaking English and how has blended learning helped with their communication improvement.

METHOD

Participants

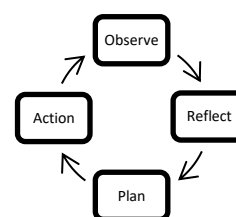
In this study, classroom action research (CAR) will be used. A problem solution is crucial for the successful deployment of CAR. As one of the many answers offered in CAR, this study emphasizes blended learning, a teaching and learning strategy that combines technology and face-to-face instruction. Live Worksheet <https://www.liveworksheets.com/> a tool for boosting motivation and self-assurance in the classroom and specifically speaking performance in formal or informal settings, will be one of the blended learning's advertised medium. According to (Janthon, Songkram, and Koraneekij 2015; Made, Putu, and Gede 2016; Režić Tolj, Leoni, and Maslek 2016), blended learning is a sort of learning paradigm where the teacher combines in-person and online instruction. This finding is consistent with a prior study by (Tanduklangi, Lio, and Alberth 2019). It is believed that the use of blended learning will boost students' motivation and success in learning English because online learning engages students more due to the availability of discussion, comment, and chat features that allow students to interact with their teacher and classmates more flexibly (Tiene, 2000). According to research by Dzakiria et al. (2012), blended learning encourages learning interactions in a new learning environment. Therefore, six tenth grade classes will use blended learning. For the purpose of this study, blended learning will be introduced in 6 classes of tenth-grade seniors following the Independent Curriculum (*Kurikulum Merdeka*) in SMAN 20 Batam.

Data Analysis

This study will utilize classroom action research. CAR, to put it simply, is a planning

and action process that culminates in teacher reflection on the assistance or solution they offered in the hopes of minimizing classroom issues based on the observed circumstances, acting out professionally according to rules and humane method. In sync with a previous study by (Irwandi et al. 2019), stating that professional educators are individuals who consistently improve their competency, are inventive and creative, and assess the successes and failures of their teaching and learning practices, particularly through classroom action research (CAR). Teachers will gain a lot from CAR, which can enhance the standard of the educational process. In addition to seeking for scientific solutions to problems, this study project also aims to uncover improvements. In addition to seeking for scientific solutions to problems, this study project also aims to uncover improvements. Developing a research-oriented educational staff culture and fostering greater educator collaboration to address learning issues are two major goals of CAR. By performing CAR properly, it is anticipated that the teacher will be competent in problem-solving and decision-making during the teaching-learning process.

Graph 1. *Kemmis and Target model, CAR cycle, adapted from (Purohman 2011)*



Prior to data processing, the creation of data instruments is given top attention. Pre-test and post-test analyses are crucial before disseminating any instrument. Therefore, it is important to take account the post-test mean across all taught classes. Therefore, a scoring rubric is required as part of the entire CAR cycle for both the pre-test and the post-test. In general, rubrics include between three and five levels of performance (Brookhart 2018; Suskie 2009), according to a prior study (Vercellotti and McCormick 2021). The task of matching a learner's performance to the most comparable level becomes challenging and time-

consuming when there are too many ranking levels. Furthermore, the number of levels in the rubric may vary depending on the number of categories.

Table 1. *Speaking rubric score, adapted from (Brookhart 2018; Suskie 2009).*

Category	Good (A) Score range: 100 - 80	Enough (B) Score range: 80 - 60	Poor (C) Score range: 60 - 40	Very Poor (D) Score range: < 40
Vocabulary	Multiple word choices that support meaning and are task appropriate.	Variety of terms; sometimes too precise or ambiguous, but message is obvious.	Word choice is restricted or makes it harder to effectively express meaning.	Words are frequently inappropriate for the task; mistakes obstruct meaning.
Grammar Structures	Several different complicated structures, good transitional words, and grammar that supports meaning.	A variety of grammatical options, beneficial transition words, and syntax that may be general yet is suitable for the meaning.	There are many helpful structures and transitional terms, yet some choices make it harder to communicate ideas clearly.	Fewer types of structures and transitions; mistakes obstruct meaning.
Pronunciation	All audiences can understand segmental and suprasegmental patterns.	Minor, predictable sound changes that are easy for non-English speakers to understand.	Although supra-segmental and sound replacements may hinder comprehension, the general meaning is clear to those who are experienced with ENL speech.	Suprasegmental patterns and sound substitution make it difficult for all audiences to understand what is being spoken.
Fluency	Pausing and pacing improve the message.	Motion and halting as needed.	Comprehensibility is slowed down by pacing, pauses, and/or fillers.	Comprehensibility is hampered by pacing, pauses, and/or fillers.
Content	The message was enhanced by particular facts; the issue was clearly stated; and the material was factual and pertinent to the topic.	The topic was clearly expressed, and the information was factual, pertinent to the subject, and generally backed up.	Speech was factual but partial, generic, or of low importance; it was centered on a single unstated issue.	Topic unclear; information might not be true or pertinent to the subject.

RESULTS AND DISCUSSION

How has blended learning helped with their communication improvement

Pre-Test Result

One of tenth senior grade class, phase E-Excellent with the total of 43 students is taken as representative sample. During the class observation that begins on the middle of January until beginning of February, the writer discover that students are still lack of self-expression since they are used to the grammar translation teaching method from the teacher. Students would prefer using their native (mother tongue) language rather than the target language due to the difficulty of sentence construction, but mostly students are held aback by their lack of motivation and confidence to speak in the language that they are learning.

Table 1. Pre-test result of phase E-Excellent

No	Aspects	Result	Category
1	Vocabulary	75,5	Enough
2	Grammar Structures	61,63	Poor
3	Fluency	62,14	Poor
4	Pronunciation	61,12	Poor
5	Content	68,61	Poor

At the end of February until beginning of March, the writer conducts a pre-test, as a result to the observation, the second cycle of CAR is applied through reflection, and it is discovered that students still have low motivation and confidence of speaking even though given the chance to express themselves using English based on their own capabilities. The writer adjusted with the class situation of pre-test by instructing the students to read in front of the teacher instead of the class, implementing a game of random pick through an online wheel spinner based on their number order of absence and that students are free to choose the work of their peers based on the previous real-time writing assignment of procedure text beforehand.

From the table on the left side, even though the activeness in class is all categorized “well-active”, Even though they possess a “Good” vocabulary aspect, 75%

students reached the mean category of “Poor” in 4 out of 5 aspects: grammar structures gaining the result of 61,63, pronunciation gaining the result of 61,12, fluency gaining the result of 62,14, and content gaining the result of 68,61. Most students hesitate to come up front to be evaluated due to their anxiety and fear of making mistakes which affects their academic performance, and another discovery is they do not fond of speaking evaluation in front of the class being heard by their peers, and some students find it difficult to brainstorm a topic. Correlating with the table below, aside from their well-mastered vocabulary, it could be seen that large number of students still have difficulty in many aspects such as grammar structures, fluency, pronunciation, and content.

Post-Test Result

As a result of the low achievement in pre-test, the reflection then turns into a plan of BL method implementation. The writer conducts a post-test as part of the essential CAR cycle advancing academic performance by utilizing Live Worksheet at the end of teaching internship timeline, which is in the middle of April, as part of the final CAR cycle which is action. The result comparison between pre-test and post-test are highlighted with the improvement after the post-test implementation of Live Worksheet utilization from the writer.

Positively, the outcome from the Live Worksheet introduction results in 90% portion of the students increase in their academic performance, as well as the supportive teaching and learning situation that adds another contribution to their speaking motivation and confidence improvement. From the 4 out of 5 aspects that previously decrease in the pre-test, the post-test highlights that all aspects reach the category of “Good” and “Enough”. 3 aspects such as vocabulary gaining the result of 80,7, grammar structures gaining the result of 80,66, and pronunciation gaining the result of 80,52, which are close to reach the score of 81 categorizing “Good”, and their previously poor fluency and content improve by both aspects gaining the result of

80 categorizing “Enough”.

Table 1. *Post-test result of phase E-Excellent*

No	Aspects	Result	Category
1	Vocabulary	80,7	Good
2	Grammar Structures	80,66	Good
3	Fluency	80	Enough
4	Pronunciation	80,52	Good
5	Content	80	Enough

Notching the 2 main aspects of speaking, pronunciation and fluency basing as the main issue that the writer purposefully research for, the improvement table in Table 2. shows that students are enlightened in their speaking motivation and confidence besides their interest in the language. The improvement shows that students successfully improve themselves through the breakthrough that the writer introduce for their post-test, by increasing their

fluency aspect by almost 18 points (17,86) and pronunciation aspect by 19,4 points difference from the previous conduction of pre-test. As for their language interest which correlates to their speaking performance, students improve their vocabulary aspect by 5,2 points, grammar structures aspect by 19,03 points, and content by 11,39 points, completely the opposite of the pre-test result.

Table 2. *Improvement comparison of speaking confidence and motivation elements of phase E-Excellent*

No	Aspects	Pre-test	Post-test	Improvement
1	Vocabulary	75,5	80,7	5,2
2	Grammar Structures	61,63	80,66	19,03
3	Fluency	62,14	80	17,86
4	Pronunciation	61,12	80,52	19,4
5	Content	68,61	80	11,39

CONCLUSION

The pre-test and post-test cycles are the two cycles that make up the core of this research. From the post-test, it can be deduced that the pre-test did not yield a satisfactory result because the majority of the scoring rubric's elements did not achieve the expected score, with four out of the five elements classed as "Poor" by their mean being in the range of 60 to 70. By using technology and platforms for both the material presentation and the post-test cycle, blended learning as part of the CAR cycle was deployed to address the low pre-test result. Blended learning in previous sessions has aided students in raising their motivation and confidence to raise their hands and carry out inquiries before the post-test of Live Worksheet was completed.

Prior to the Live Worksheet post-test, blended learning in earlier sessions had boosted students' motivation and confidence to speak up, ask questions, and engage in discourse about the lesson's topic or a topic of their own interest. The conclusion that blended learning approaches have a strong impact on student motivation in vocational education is consistent with a prior study by (Kholifah et al. 2020). In order to provide the most effective and efficient experience possible, blended learning, according to research by Bervel, is used to describe a learning scenario that combines a number of delivery strategies. A variety of instructional technologies, such as video, CD-ROM, film, or the internet, may be used in the planned combination in addition to in-person instruction from lecturers or other educators. From the standpoint of course design, this type of blended teaching can vary between entirely in-person instruction and online learning. The 3C framework, which emphasizes construction, communication, and content (the subject matter of the learning resources), is available to teachers who want to develop blended learning.

The writer observes during the post-test that students are really passionate about the teaching and learning methods used with a new online platform, taking advantage of the

many potentials that technology offers for educational reasons. The post-test results indicate that there is a significant room for growth in all areas, particularly in grammar structures, fluency, and pronunciation, where the aforementioned 3 out of 5 areas almost show a 20-point improvement from the pre-test results. This serves as another evidence that Live Worksheet is one of the numerous cutting-edge online platforms that students may benefit from in order to increase class participation and enhance their academic and technological success.

In conclusion, the CAR cycle of blended learning, which the writer uses in her classrooms, allows for all improvements to be made. Although using technology has drawbacks, there are always benefits depending on how it is used and for what purpose. This demonstrates how the deployment of the blended learning approach, where direct instruction is combined with technology, has improved the architecture of the classroom environment.

Consequently, the author suggests using Live Worksheet as a breakthrough invention that effectively increases student involvement in class and learning. Teaching using the practical face-to-face technique is out of date and overburden the students because of its unoriginally prepared exams. The author also suggests Live Worksheet for assignments that can be submitted synchronously and to save paper waste, in addition to being used for final evaluative assessment.

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