The Use of Online Interactive Worksheets in Teaching Vocabulary at an Elementary School in West Jakarta

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Abstract

The aim of this study is to examine how the implementation of online interactive worksheets can help students improve their vocabulary. This research employs a qualitative approach with a classroom action research design, following the framework by Kemmis & Taggart (1988). The study includes a pre-test administered to students prior to the implementation of the worksheets, followed by two post-tests at the end of each cycle, interviews with an English teacher, and a student questionnaire at the conclusion of the study. These methods are used to gather data and answer the research questions. The findings show that students' average pre-test score was 64.47, which increased to 72.10 in cycle 1 and further improved to 85.84 in cycle 2. Based on these results, it is evident that the use of online interactive worksheets significantly contributes to students' vocabulary improvement. Furthermore, students demonstrated a positive response throughout the learning process, indicating that they found the worksheets engaging and helpful. Vocabulary is a fundamental aspect of learning English, and these online interactive worksheets have proven to be an effective tool in helping students grasp new vocabulary. Additionally, the ease of use of these digital resources makes them an accessible and efficient medium for both teachers and students in the learning process.

INTRODUCTION

The use of online interactive worksheets was chosen for this study due to the circumstances surrounding the COVID-19 pandemic, during which schools implemented hybrid learning systems, alternating between online and offline instruction. Online interactive worksheets are particularly suitable for elementary school students because they are user-friendly and easily accessible, making them an effective tool for supporting English language learning, particularly in vocabulary acquisition.

An online interactive worksheet refers to a digital platform where students can complete tasks such as writing, creating, and answering worksheets with ease. Teachers can provide questions through the platform, allowing students to access and respond to them after learning or listening to vocabulary explanations. This method simplifies the learning process while promoting active engagement. Based on these considerations, the study is titled The Use of Online Interactive Worksheets in Teaching Vocabulary at an Elementary School in West Jakarta.

The problem identified in this study is whether the implementation of an online interactive worksheet improves students' vocabulary at an elementary school in West Jakarta.

The scope of this study focuses on language teaching, specifically on improving students' vocabulary through the use of online interactive worksheets. The limitation of the study is its focus on elementary school students in West Jakarta.

The goal of this research is to explore whether the use of online interactive worksheets can enhance students' vocabulary at an elementary school in West Jakarta.

The study is expected to provide the following benefits:

For teachers, it will offer insight into students' strengths and weaknesses, particularly in relation to teaching and learning strategies. It will also support the achievement of learning objectives, such as reinforcing knowledge, applying skills, and fostering critical thinking.

For students, the study will make it easier to grasp material through appropriate digital tools, enhancing vocabulary development and making the learning process more engaging and effective.

For the researcher, the study will provide valuable insights into how digital tools like online interactive worksheets can be used to improve vocabulary learning, contributing to future research in language acquisition.

METHODS

The writer employed a qualitative research method for this study. According to Creswell (2003), qualitative research is an effective model because it allows researchers to develop a deep level of detail from those involved in authentic experiences. This type of research is naturalistic and produces data that can be presented either orally or in writing, based on observations of people, behavior, and other phenomena. Through data collection, the goal is to gather comprehensive information and draw meaningful conclusions. The researcher selected a qualitative design for this study, particularly Classroom Action Research (CAR), to collect relevant information. Kemmis and Taggart (1988) define CAR as a form of collective self-reflection by participants in social situations, aimed at improving reasoning, fairness, and conditions in which practices are carried out. It is also intended to enhance performance and teaching effectiveness in the classroom. Data or information in this study was obtained through the observation of events or activities related to the research problem. This research was conducted at Starfish School, located in Kalideres, West Jakarta. Starfish is an international homeschooling institution with a community-based concept that follows the Cambridge curriculum. The school, established in 2012, conducts its teaching in English and offers small class sizes, with a maximum of 15 students per class. The study involved first and third-grade elementary students, comprising 10 boys and 9 girls, for a total of 19 students. The primary aim of this research was to enhance students' vocabulary by utilizing online interactive worksheets to support vocabulary teaching.

RESULTS AND DISCUSSION

1. The Implementation of Using an Online Interactive Worksheet in Teaching Vocabulary

This study explored the implementation of using online interactive worksheets to teach vocabulary, utilizing the Classroom Action Research (CAR) method. The findings indicate that online interactive worksheets can be an effective tool for teaching vocabulary in English classrooms. Throughout the teaching and learning process, students found the tool easy to use and understand. The post-test results in each cycle also reflect positive student responses (Kemmis & Taggart, 1988).

During the first cycle, an observation checklist was used in every meeting. It was noted that many students were still confused about the vocabulary, and they struggled

with understanding how to use the online interactive worksheet. According to feedback from the English teacher, the researcher initially had difficulty managing the students and explaining the material effectively. Based on these challenges, adjustments were made in the second cycle, where students showed improvement, though some still struggled to engage fully with the lesson, leading to lower scores.

In cycle 1, the researcher focused on teaching vocabulary through brainstorming and other techniques to aid memory retention. Students were informed about the use of online interactive worksheets, and post-test results from cycle 1 showed that 12 students (63%) passed, with an average score of 72.10. However, 7 students (37%) did not pass, as they were still confused about the material or forgot key vocabulary.

In cycle 2, additional activities like games and songs related to the material were introduced, which contributed to a significant improvement. Post-test results from cycle 2 showed an average score of 85.84, with 84% of students passing. This improvement demonstrates that students benefited from the use of online interactive worksheets, as they were able to better memorize vocabulary and improve their vocabulary learning (Creswell, 2003).

Overall, the use of online interactive worksheets proved to be effective for teaching vocabulary. It is user-friendly, easy to understand, and provides an interactive experience for both teachers and students, leading to notable improvements in student performance across the implementation process.

2. Student Responses to the Use of Online Interactive Worksheets in Learning Vocabulary

This study also examined student responses to the use of online interactive worksheets in vocabulary learning, using the Classroom Action Research (CAR) method. Based on the implementation, students' responses were generally positive, especially when vocabulary was introduced through games or icebreakers. However, in cycle 1, many students, particularly beginners, struggled with understanding the vocabulary, with 68% needing further development.

During interviews, the English teacher reported that in cycle 1, students were still confused about applying vocabulary and using the online interactive worksheets. Despite this, the use of these worksheets sparked enthusiasm among students, with 95% expressing enjoyment in learning vocabulary. The study found that online interactive

worksheets helped students engage with vocabulary learning by answering questions and creating stories.

In cycle 2, many students showed progress, with 89% of students being enthusiastic about learning vocabulary using online interactive worksheets. According to the English teacher, students were motivated by the tool, and most were able to create accounts and memorize the vocabulary they had learned. Febriansyah et al. (2021) also noted that electronic student worksheets, including online interactive worksheets, can effectively improve student learning outcomes.

Using online interactive worksheets not only made students more thorough in answering questions but also broadened their vocabulary knowledge. This tool is particularly beneficial for teachers, as it simplifies the process of managing assignments, especially during remote learning. Furthermore, student responses from the questionnaires revealed that they felt motivated, comfortable, and engaged when using online interactive worksheets, which greatly contributed to their vocabulary development.

CONCLUSION

Based on the findings and discussion in Chapter IV, this study utilized classroom action research and concluded that online interactive worksheets can effectively improve vocabulary for students in grades 1-3 at Starfish Academy. The results showed a clear increase in students' vocabulary after two cycles of using the online interactive worksheets. The research was conducted from May 23rd to June 3rd, 2022.

In the first cycle, only 63% of students (12 out of 19) scored above the minimum passing criteria, with an average score of 72.10. Many students struggled with vocabulary retention and using the online worksheets. In the second cycle, student performance improved significantly, with 84% (16 students) passing the test and an average score of 85.84. Students were able to use vocabulary more effectively and navigate the online worksheets with greater ease. This study is considered successful as it achieved the target of at least 80% of students passing.

Teachers are encouraged to use online interactive worksheets in teaching vocabulary or English, especially during distance learning or homeschooling. These tools are beneficial for both students and teachers. It's important for teachers to foster good

relationships with their students and use effective teaching methods that make lessons easy to understand. Teachers should guide students in using online learning tools and help shift their mindset to view English as fun rather than difficult. Additionally, teachers should stay updated on technological advancements to enhance their teaching methods using tools like computer software and the internet.

This study suggests that future researchers continue to explore and expand the use of online interactive worksheets in education. Researchers can try different platforms such as TeacherMade, ISLCollective, or Wizer.me. Additionally, further research can explore the use of online worksheets in other English language skills such as speaking, grammar, writing, or reading. Exploring different subjects, topics, and methods is also recommended for future studies.

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