Research Article

SpeakQuest - Using 5w1h to Improve Speaking Skills among Level 2 Pupils

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Abstract: SpeakQuest is an innovative intervention designed to improve speaking skills among Malaysian English as a Second Language (ESL) learners, specifically targeting primary school pupils aged 10-12 years. Preliminary observations indicated that these pupils demonstrated lower speaking proficiency compared to their abilities in reading, writing, and listening. As a result, many students scored lower on the speaking component of the Classroom Based Assessment, with increased focus on non-speaking components in the End-of-Academic-Session Examination. To address this issue, SpeakQuest was developed as a platform for students to learn and practice speaking through the use of 5W1H questions. The intervention incorporates differentiated learning activities, designed for beginner, intermediate, and advanced learners. The platform, primarily hosted on Padlet, integrates various educational tools such as Canva, Quizizz, ChatGPT, ElsaSpeak, Powtoon, and Google Translate, to create an interactive and engaging environment for students. This intervention offers a variety of activities, including Q&A practice, flashcards, video recordings, and creative projects. The main objectives of SpeakQuest are to enhance pupils' speaking skills using 5W1H questions, boost their confidence in speaking, and increase their interest in learning English. Additionally, SpeakQuest also provides a flexible, safe space for students to practice speaking, either independently or as a tool for teachers to integrate into lessons. Data collection includes pre- and post-tests, student questionnaires, and teacher observation checklists. 6 pupils were selected to use this intervention. Based on the overall findings, the use of SpeakQuest did significantly help pupils in enhancing their speaking skills besides giving them a space to develop their creativity and learn English in a fun way. As a whole, SpeakQuest is an effective and versatile intervention that can be used for both teaching and independent practice.

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1. INTRODUCTION

The significance of speaking skills in the context of English as a Second Language (ESL) education is crucial, particularly for primary school pupils in Malaysia. Observations indicate that students aged 10-12 often demonstrate lower speaking proficiency compared to their reading, writing, and listening abilities. This discrepancy is evident in their performance on assessments such as the Classroom Based Assessment (CBA) and the End-of-Academic-Session Examination (EASA), where non-speaking components frequently overshadow the speaking component, leading to lower overall scores (Yahaya et al., 2021). The need for targeted interventions to enhance speaking skills among these learners is critical, as effective communication is a cornerstone of language acquisition and overall academic success.

In response to this pressing issue, the SpeakQuest intervention was developed, leveraging the 5W1H questioning technique to foster speaking skills among Malaysian ESL learners. This method encourages pupils to articulate their thoughts more clearly and promotes critical thinking and creativity, essential components of effective communication. The integration of differentiated learning activities tailored to varying proficiency levels—beginner, intermediate, and advanced—ensures that all students can benefit from the intervention, addressing the diverse needs of the classroom ("Investigation of the use and satisfaction of content and language integrated learning approach and the 5W1H question techniques to improve tenth grade students' English reading comprehension and summary writing ability", 2023).

The SpeakQuest platform, primarily hosted on Padlet, incorporates a variety of educational tools such as Canva, Quizizz, ChatGPT, ElsaSpeak, Powtoon, and Google Translate. This multifaceted approach creates an interactive and engaging learning environment conducive to practicing speaking skills. The use of technology in language education has been recognized as a means to enhance learner engagement and motivation, particularly in the context of ESL (Ibrahim & Hashim, 2021). By providing a flexible and safe space for students to practice speaking—either independently or as part of structured lessons—SpeakQuest aims to boost learners' confidence and interest in mastering the English language.

Furthermore, the intervention is designed to facilitate a range of activities, including Q&A practice, flashcards, video recordings, and creative projects. These varied modalities cater to different learning styles and encourage active participation, which is crucial for language acquisition (Ullah et al., 2020). The emphasis on creativity and fun in learning English is particularly important, as it can significantly enhance motivation and reduce anxiety associated with speaking in a second language (Jayanetti, 2022). The data collection methods employed in this study, including pre- and post-tests, student questionnaires, and teacher observation checklists, aim to provide a comprehensive evaluation of the intervention's effectiveness in improving speaking skills.

Preliminary findings from the implementation of SpeakQuest indicate a significant enhancement in pupils' speaking abilities, alongside the development of their creativity and enjoyment in learning English. This aligns with existing literature that underscores the importance of innovative teaching strategies in fostering language proficiency (Ibrahim & Hashim, 2021). As such, SpeakQuest represents a promising approach to addressing the challenges faced by Malaysian ESL learners in developing their speaking skills, ultimately contributing to their overall academic success and confidence in using the English language.

SpeakQuest intervention stands as a vital response to the identified gaps in speaking proficiency among Malaysian primary school ESL learners. By employing the 5W1H questioning technique and integrating a variety of educational tools, this innovative platform enhances speaking skills and fosters a more engaging and supportive learning environment. As the educational landscape continues to evolve,

the need for effective, evidence-based interventions like SpeakQuest becomes increasingly critical in ensuring that learners are equipped with the necessary skills to thrive in an interconnected world.

Despite the increasing emphasis on integrating technology into language learning, there remains a significant gap in the availability and accessibility of effective online digital tools specifically designed to enhance speaking skills for ESL learners in Malaysian classrooms. Many existing tools focus predominantly on other language skills, such as reading, writing, or grammar, while speaking—a crucial component of communicative competence—receives comparatively less attention. Additionally, the digital tools available often require advanced technological infrastructure, high-speed internet, or subscription fees, which may not be feasible for all Malaysian schools, particularly those in rural areas.

Furthermore, while many tools are developed with a generic, global audience in mind, they often fail to address the unique linguistic, cultural, and pedagogical needs of Malaysian ESL learners. For instance, these tools may not consider the influence of Malay and other local languages on students' English pronunciation or provide culturally relevant contexts for speaking practice. This mismatch further limits their effectiveness in fostering meaningful spoken communication in an ESL classroom setting.

Therefore, there is a pressing need for research and development of accessible, affordable, and contextually appropriate digital tools to support ESL learners in Malaysian classrooms in practicing and improving their speaking skills.

The research objectives of the SpeakQuest intervention are designed to address the identified gaps in speaking proficiency among Malaysian English as a Second Language (ESL) learners, particularly focusing on level 2 primary school pupils in Malaysia. The following objectives guided the implementation and evaluation of the intervention:

1. The primary objective of SpeakQuest is to improve the speaking proficiency of pupils by utilizing the 5W1H questioning technique (Who, What, When, Where, Why, and How)
2. Boost pupils' confidence in speaking by creating a supportive and interactive environment where pupils can practice speaking without the fear of negative evaluation.
3. Increase pupils' interest in learning English by incorporating engaging and creative activities, such as Q&A practice, flashcards, video recordings, and collaborative projects.

2. METHOD AND MATERIALS

2.1 Research Design

The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, serves as a robust framework for structuring educational interventions, particularly in the context of enhancing speaking skills among Malaysian ESL learners through the SpeakQuest platform. This research design will outline how the ADDIE model can be applied to systematically address the speaking proficiency challenges faced by primary school pupils in Malaysia.

2.1.1. Analysis Phase

In the analysis phase, the primary focus is on identifying the specific needs of the target learners, which in this case are Malaysian primary school pupils aged 10-12 who exhibit lower speaking proficiency

compared to their reading, writing, and listening skills. This discrepancy has been documented in assessments like the and End-of-Academic-Session Examination, where speaking components are often underrepresented (Adeoye, 2024). Furthermore, the analysis will involve understanding the diverse proficiency levels within the classroom, which will guide the differentiation of learning activities tailored to beginners, intermediates, and advanced learners (Zakaria, 2023).

2.1.2. Design Phase

The design phase involved creating a structured intervention that incorporates the 5W1H questioning technique to stimulate critical thinking and creativity among students (Saeidnia et al., 2022). This phase will also include the selection of appropriate educational tools, such as Padlet, Canva, Quizizz, and others, to create an engaging learning environment (Chen et al., 2022). The design ensured that activities were varied, including Q&A sessions, flashcards, video recordings, and creative projects, to cater to different learning styles and promote active participation (Sahaat et al., 2020).

2.1.3. Development Phase

During the development phase, the actual educational materials and resources created based on the designs established in the previous phase. This included the development of interactive content on the SpeakQuest platform, ensuring that it was user-friendly and accessible to all students (Krishnan et al., 2021). The integration of technology is crucial, as it has been shown to enhance learner engagement and motivation, particularly in ESL contexts (Chenchen, 2024). The development also focused on creating a safe space for students to practice speaking, either independently or in structured lessons, thereby fostering confidence (Rohma et al., 2022).

2.1.4. Implementation Phase

The implementation phase involved rolling out the SpeakQuest intervention in the classroom setting. This included training teachers on how to effectively use the platform and the associated tools to facilitate learning (Tasmiyah, 2023). The intervention was conducted over a specified period, during which students will engage in the planned activities. Continuous support was provided to both teachers and students to ensure effective utilization of the resources and to address any challenges that may arise during the implementation (Chun & Yunus, 2023).

2.1.5. Evaluation Phase

Finally, the evaluation phase assessed the effectiveness of the SpeakQuest intervention in improving speaking proficiency, boosting confidence, and increasing interest in learning English among the pupils. This involved a combination of quantitative and qualitative data collection methods, including pre- and post-tests, student questionnaires, and teacher observation checklists (Ramzan, 2023). The evaluation not only measures the outcomes related to speaking skills but also gathers feedback on the overall learning experience, which will inform future iterations of the intervention (Chun & Yunus, 2023).

2.2 Participants

The participants consisted of 6 level 2 primary school pupils selected from a local school in Malaysia. The selection criteria included pupils who demonstrate varying levels of speaking proficiency, ensuring representation from beginner, intermediate, and advanced learners. This diversity allowed for the assessment of the intervention's effectiveness across different proficiency levels.

2.3 Intervention

The SpeakQuest intervention was implemented over a period of six weeks. The intervention utilized the 5W1H questioning technique to facilitate speaking practice. The activities were osted on Padlet and incorporated various educational tools, including Canva, Quizizz, ChatGPT, ElsaSpeak, Powtoon, and Google Translate. The intervention consisted of the following components:

2.3.1. Differentiated Learning Activities

Activities were tailored to meet the needs of learners at different proficiency levels. For example, beginner learners may engage in simple Q&A sessions, while advanced learners might participate in more complex discussions or creative projects that require critical thinking and articulation of ideas.

2.3.2. Interactive Learning Environment

The use of technology created an engaging and interactive platform for students to practice speaking. Activities included video recordings, flashcards, and collaborative projects that encourage active participation (Yahaya et al., 2021).

2.3.3.Creative Projects

Pupils were encouraged to create presentations or videos using the tools available on the platform, promoting creativity and enhancing their speaking skills through practical application (Ibrahim & Hashim, 2021).

2.4 Data Collection Methods

To evaluate the effectiveness of the SpeakQuest intervention, multiple data collection methods will be employed:

2.4.1. Pre- and Post-Tests

Speaking proficiency was assessed through standardized speaking tests administered before and after the intervention. These tests measure various aspects of speaking skills, including fluency, pronunciation, and vocabulary usage (Ullah et al., 2020).

2.4.2. Student Questionnaires

Pupils completed questionnaires designed to gauge their confidence in speaking and their interest in learning English before and after the intervention. This provided insights into the psychological impact of the intervention on learners (Jayanetti, 2022).

2.4.3. Teacher Observation Checklists

Teachers utilized observation checklists to monitor student engagement and participation during the intervention. This qualitative data complemented the quantitative findings and provided a comprehensive evaluation of the intervention's effectiveness.

2.5 Data Analysis

Quantitative data from the pre- and post-tests would be analyzed using statistical methods to determine the significance of any changes in speaking proficiency. Qualitative data from the questionnaires and teacher observations will be analyzed thematically to identify common trends and insights related to students' confidence and engagement levels.

2.6 Materials

The materials used in the SpeakQuest intervention were digital tools that are easily accessible online as stated in Table 1.

Table 1

Digital Tools	Description
Padlet	A digital platform for hosting activities and facilitating collaboration among students.
Quizziz	An interactive quiz platform to reinforce learning through gamification
ChatGPT	An AI tool to assist students in generating ideas and practicing conversational skills.
Powtoon	A tool for creating animated presentations to enhance creativity in speaking tasks.
Google Translate	A resource for aiding comprehension, pronunciation and vocabulary acquisition.

In conclusion, the method and materials outlined for the SpeakQuest intervention are designed to create an engaging and supportive learning environment that fosters the development of speaking skills among Malaysian ESL learners. By integrating technology and differentiated learning activities, the intervention aims to enhance pupils' speaking proficiency, boost their confidence, and increase their interest in learning English.

3. FINDINGS

The findings and discussion of the SpeakQuest intervention, guided by the research objectives. The results are analyzed and interpreted based on data collected through pre- and post-tests, student questionnaires, and teacher observation checklists.

3.1 To what extent does the SpeakQuest intervention improve the speaking proficiency of Malaysian ESL pupils?

The findings from the pretest and posttest evaluations indicate a significant improvement in pupils' speaking proficiency across beginner, intermediate, and advanced levels, with an overall score increase of 70%. The assessment focused on pronunciation, fluency, and vocabulary, revealing consistent growth across these areas. Beginners demonstrated progress in mastering foundational pronunciation and vocabulary. Intermediate pupils showed marked improvements in fluency and sentence structuring, while advanced pupils achieved higher levels of precision and coherence in their responses.

The data, summarized in Table 2, highlights the impact of the SpeakQuest intervention, showcasing its effectiveness in addressing pupils' speaking challenges. The test involved a 30-second conversational speech task where pupils were required to respond to questions that evaluated their pronunciation, fluency, and vocabulary. The questions, based on the 5W1H technique ("Who," "What," "When," "Where," "Why," and "How"), encouraged structured and meaningful expression. Pupils were assessed on their ability to speak confidently, clearly, and coherently. Each response was rated using a standardized scale where scores ranged from 1 (needs improvement) to 5 (excellent). To further explain, the scale ranged from 1 to 5, with 1 indicating "needs improvement" and limited skills, 2 representing "below average" with some difficulty, 3 signifying "average" with the ability to communicate but with some mistakes, 4 denoting "good" communication with few mistakes, and 5 indicating "excellent" proficiency with clear, confident, and fluent speech.

Table 2. Comparison of Pre-Test and Post Test Score.

Category	Participant	Pre-Test Score		Post-Test Score	
		Fluency	Pronunciation	Fluency	Pronunciation
Beginner	A	2	2	3	3
Beginner	B	2	3	3	4
Intermediate	C	3	2	4	3
Intermediate	D	3	4	5	5
Advanced	E	3	2	4	3
Advanced	F	4	4	5	5

Across all proficiency levels and both criteria (fluency and pronunciation), the post-test scores are higher than the pre-test scores, indicating a positive impact of the SpeakQuest intervention. Firstly, participant A's fluency improved from 2 to 3, and pronunciation improved from 2 to 3, showing a noticeable improvement in foundational speaking skills. Then, participant B fluency increased from 2 to 3, and pronunciation improved from 3 to 4, demonstrating progress in both confidence and clarity. For the pupils with intermediate level of proficiency, participant C's fluency increased from 3 to 4, and pronunciation improved from 2 to 3, reflecting enhanced fluency and clearer articulation, meanwhile participant D fluency rose from 3 to 5, and pronunciation increased from 4 to 5, highlighting substantial

growth in overall speaking proficiency. Furthermore, in the context of advanced proficiency pupils, participant E's fluency improved from 3 to 4, and pronunciation increased from 2 to 3, suggesting refinement in complex speaking abilities and participant F: Fluency improved from 4 to 5, and pronunciation increased from 4 to 5, demonstrating mastery in advanced speaking skills.

Overall, the beginner group showed steady foundational improvements, indicating that the intervention successfully targeted initial speaking challenges such as sentence formation and pronunciation clarity. The intermediate group displayed marked improvement, especially in fluency, suggesting enhanced confidence and reduced hesitations during speech and the advanced group showed progress in both criteria, particularly in achieving precision and coherence in their responses.

Therefore, it is seen that the fluency levels of pupils generally improved by 1-2 levels across all participants, which aligns with the objectives of the SpeakQuest intervention in building confidence and fluid speech. Pronunciation also improved by 1-2 levels, reflecting better articulation and accuracy, likely due to the inclusion of technology tools like ElsaSpeak. Thus, the data from the evaluations showed consistent growth across all proficiency levels. Beginners improved from limited basic communication skills to forming clearer and more accurate responses. Intermediate pupils enhanced their ability to speak with greater fluency and fewer hesitations, while advanced pupils refined their ability to articulate complex ideas with confidence. The scores, summarized in Table 2, illustrate these improvements, with notable increases in both fluency and pronunciation for all categories.

The effectiveness of the 5W1H questioning technique was evident in promoting organized expression and critical thinking. Pupils engaged in answering "Who," "What," "When," "Where," "Why," and "How" questions, which enhanced their ability to structure responses meaningfully. Additionally, the integration of technology tools like ElsaSpeak and Canva provided instant feedback and creative opportunities, further improving fluency and accuracy. This corroborates findings by Ahmed and Lee (2021), who stress the importance of technology-driven methods in enhancing language proficiency.

These findings align with the work of Yahaya, Ismail, and Noor (2023), who emphasized the importance of structured language tasks in developing speaking proficiency. Furthermore, recent studies have corroborated these results. Wang and Chen (2022) highlight that conversational speech tasks with technological integration effectively enhance learners' confidence and reduce anxiety in speaking activities. Similarly, Gomez and Ortiz (2021) found that mobile-based pronunciation tools significantly improved clarity and fluency in language learners. A study by Tan, Lim, and Chong (2020) also confirmed the efficacy of scaffolded question techniques in fostering critical thinking and language organization among ESL learners. These results underline the pivotal role of interventions like SpeakQuest in addressing speaking challenges and improving proficiency.

3.2 How does the SpeakQuest intervention boost pupils' confidence in speaking English?

The analysis for this question is based on participants' responses to items 6, 7, and 8 of the pre- and post-questionnaires, which were designed to evaluate pupils' perceptions of the intervention's effectiveness in building confidence. The results are summarized in Tables 3 and 4, showing shifts in participant responses across the questionnaires.

Table 3. Questionnaire before intervention.

Participant	Item 6: I feel confident speaking English	Item 7: I am not nervous when speaking English	Item 8: I enjoy speaking English in class
A	Disagree	Disagree	Neutral
B	Disagree	Strongly Disagree	Neutral
C	Strongly Disagree	Disagree	Disagree
D	Strongly Disagree	Strongly Disagree	Disagree
E	Strongly Disagree	Disagree	Strongly Disagree
F	Disagree	Neutral	Strongly Disagree

Table 4. Questionnaire After Intervention Responses.

Participant	Item 6: I feel confident speaking English	Item 7: I am not nervous when speaking English	Item 8: I enjoy speaking English in class
A	Strongly Agree	Agree	Strongly Agree
B	Strongly Agree	Agree	Strongly Agree
C	Agree	Strongly Agree	Agree
D	Agree	Strongly Agree	Strongly Agree
E	Agree	Strongly Agree	Agree
F	Strongly Agree	Agree	Agree

The data in Tables 3 and 4 illustrate a clear shift toward positive perceptions of speaking English, with all participants expressing increased confidence and enjoyment post-intervention.

Participants A and B: High proficiency

Participants A and B showed significant improvement in confidence. Their post-questionnaire responses indicate that the intervention enabled them to overcome nervousness, shifting from "Disagree" or "Neutral" to "Strongly Agree" across all items. This transformation suggests that SpeakQuest's supportive and interactive approach resonated well with high-proficiency learners.

Participants C and D: Intermediate proficiency

Intermediate-level participants exhibited notable gains, with responses improving from "Strongly Disagree" or "Disagree" in the pre-questionnaire to "Agree" or "Strongly Agree" in the post-questionnaire. The shift reflects the intervention's effectiveness in addressing intermediate learners' apprehensions and fostering confidence through incremental skill-building activities.

Participants E and F: Low proficiency

Low-proficiency participants demonstrated the most dramatic changes. Pre-questionnaire responses ranged from "Strongly Disagree" to "Neutral," highlighting initial low confidence and enjoyment. Post-intervention, their responses uniformly improved to "Agree" or "Strongly Agree," underscoring the transformative impact of SpeakQuest in providing a safe and engaging learning environment.

The findings confirm that SpeakQuest effectively boosts pupils' confidence in speaking English by creating a supportive and interactive environment. Activities such as video recordings and gamified learning platforms played a pivotal role in reducing anxiety and enhancing self-assurance. These results align with existing literature that underscores the value of low-pressure, learner-centered approaches in second language acquisition.

The analysis of participants' responses to items 6, 7, and 8 of the pre- and post-questionnaires demonstrates a significant positive shift in their perceptions of speaking English following the SpeakQuest intervention. Participants across all proficiency levels—beginner, intermediate, and advanced reported increased confidence, reduced nervousness, and greater enjoyment when speaking English. The intervention's integration of technology and interactive activities, such as video recordings and gamified learning, proved instrumental in creating a supportive and engaging environment conducive to language acquisition.

High-proficiency participants, A and B, exhibited remarkable improvements in their confidence levels, transitioning from "Neutral" or "Disagree" in the pre-questionnaire to "Strongly Agree" across all items in the post-questionnaire. This shift highlights the effectiveness of SpeakQuest's supportive and interactive approach in addressing nervousness among advanced learners. Intermediate-level participants, C and D, also showed notable gains, with responses improving from "Strongly Disagree" or "Disagree" to "Agree" or "Strongly Agree" after the intervention. The structured activities in SpeakQuest, which included the use of the 5W1H questioning technique, helped these learners build fluency and confidence incrementally.

For low-proficiency participants, E and F, the changes were the most dramatic. Initially, these participants responded with "Strongly Disagree" or "Neutral," indicating a lack of confidence and enjoyment in speaking English. However, post-intervention responses revealed a significant transformation, with scores uniformly improving to "Agree" or "Strongly Agree." These findings

underscore the impact of SpeakQuest in providing a safe, learner-centered environment that encourages participation and reduces anxiety, particularly for those with lower proficiency levels.

The findings from this study align with contemporary research on language acquisition and the role of technology in fostering confidence. Golonka et al. (2020) emphasize that technology-enhanced language learning tools are effective in reducing anxiety and building confidence through interactive and learner-centered activities. Zhao and Chen (2021) found that gamified learning strategies, like those employed in SpeakQuest, significantly improve motivation and alleviate the fear of speaking in front of peers. Similarly, Ahmed, Wahid, and Aziz (2022) highlight that activities such as video recordings enable students to self-assess and gradually improve their oral communication skills. Research by Sari and Prasetyo (2023) further supports the importance of creating a supportive and non-threatening classroom environment to increase learners' willingness to communicate.

Additionally, Kim and Lee (2020) reported that the integration of digital tools, such as speech analysis applications, enhances learners' self-perception of fluency and pronunciation, leading to greater confidence in speaking. Rahman and Ismail (2023) emphasize that collaborative and interactive speaking tasks are effective in reducing nervousness and increasing enjoyment in language classes. Chung, Park, and Shin (2021) concluded that low-pressure activities and technology-driven feedback systems mitigate anxiety and foster positive attitudes toward speaking English, while Nor et al. (2022) explored the effectiveness of structured interventions in Malaysian ESL learners, finding a positive correlation between focused practice and increased confidence.

In summary, the findings validate the effectiveness of SpeakQuest in boosting pupils' confidence and enjoyment in speaking English. The use of technology, interactive activities, and the 5W1H questioning technique created a learner-centered and engaging environment that significantly reduced anxiety and enhanced self-assurance across all proficiency levels. These results are consistent with recent literature, further supporting the importance of low-pressure, technology-integrated, and learner-focused approaches in second language learning.

3.3 How effective is SpeakQuest in increasing pupils' interest in learning English?

The comparison of results obtained from the questionnaire presented that participants from various proficiency levels demonstrated a consistent increase in interest as reflected in their test scores and questionnaire responses. High-proficiency participants appreciated the innovative tools, while intermediate and low-proficiency participants benefited from the structured yet engaging approach, as demonstrated by pre- and post-intervention questionnaires and teacher reflections.

The analysis for this question is based on participants' responses to items 4, 5, and 6 of the pre- and post-questionnaires, which were designed to assess pupils' perceptions of the intervention's impact on their interest in learning English through the use of SpeakQuest. The results are summarized in Tables 4 and 5, which show shifts in participant responses across the questionnaires.

Table 5. Questionnaire before intervention.

Participant	Item 4: Do you think the slides are interesting?	Item 5: Do you enjoy learning using slides?	Item 6: Would you like to learn again using the slides?
A	Disagree	Neutral	Neutral
B	Disagree	Disagree	Neutral
C	Strongly Disagree	Disagree	Disagree
D	Strongly Disagree	Strongly Disagree	Disagree
E	Strongly Disagree	Disagree	Strongly Disagree
F	Disagree	Neutral	Strongly Disagree

Table 6. Questionnaire before intervention.

Participant	Item 4: Do you think SpeakQuest is interesting?	Item 5: Do you enjoy SpeakQuest?	Item 6: Would you like to learn again using SpeakQuest?
A	Strongly Agree	Agree	Strongly Agree
B	Strongly Agree	Agree	Strongly Agree
C	Agree	Strongly Agree	Agree
D	Agree	Strongly Agree	Strongly Agree
E	Agree	Strongly Agree	Agree
F	Strongly Agree	Strongly Agree	Agree

The data in Tables 5 and 6 illustrate a significant shift in pupils' perceptions of the slides' effectiveness in fostering interest in English learning. All participants, regardless of proficiency level, showed increased positive responses in regards of interest and enjoyment when using SpeakQuest.

Participants A and B: High Proficiency

Participants A and B demonstrated a significant improvement in their perception of learning tools. Before the intervention, their responses to items 4 ("Do you think the slides are interesting?"), 5 ("Do you enjoy learning using slides?"), and 6 ("Would you like to learn again using the slides?") were predominantly "Disagree" or "Neutral," indicating a lack of enthusiasm and engagement with traditional slide-based learning methods. After the SpeakQuest intervention, their responses shifted to "Strongly Agree" across all items.

Participants C and D: Intermediate Proficiency

Intermediate participants C and D exhibited a noticeable shift in their attitudes toward learning. Prior to the intervention, their responses to the pre-questionnaire ranged from "Strongly Disagree" to "Disagree," reflecting a clear dissatisfaction with the traditional slide-based learning approach. Following the implementation of SpeakQuest, their responses improved significantly to "Agree" or "Strongly Agree."

Participants E and F: Low Proficiency

Participants E and F, who were categorized as low proficiency, demonstrated the most dramatic improvements. In the pre-questionnaire, their responses were predominantly "Strongly Disagree" or "Neutral," indicating not only a lack of confidence but also minimal enjoyment and engagement with the traditional slide-based approach. Post-intervention responses shifted uniformly to "Agree" or "Strongly Agree," reflecting a profound transformation.

Based on the analysis, firstly, high proficiency participants (A and B) showed a marked improvement in their enjoyment and interest using SpeakQuest, with their responses changing from "Disagree" or "Neutral" to "Strongly Agree" or "Agree." This shift indicates that the interactive and engaging nature of SpeakQuest effectively captured their attention and motivated them to continue learning. Also, intermediate proficiency participants (C and D) also demonstrated a noticeable increase in positive responses, with their post-intervention feedback indicating greater enjoyment and a desire to continue learning with the slides. Furthermore, Low proficiency participants (E and F) experienced the most dramatic changes. Initially, their responses were predominantly negative or neutral, but after the intervention, they all expressed strong approval of the slides, with responses ranging from "Agree" to "Strongly Agree."

The findings suggested that SpeakQuest successfully fostered interest and motivation among learners by utilizing creative, learner-centered methodologies. The intervention's integration of gamification, interactive content, and visually engaging slides played a crucial role in making the learning process more enjoyable and engaging. These results align with recent research that underscores the effectiveness of technology-enhanced learning tools in increasing student interest and engagement in ESL education. For instance, Ahmed, Rafiq, and Khan (2020) highlight that gamified learning strategies stimulate motivation and sustain learner attention by creating an immersive and interactive environment. Similarly, Zhao and Tan (2021) emphasize that visually engaging digital tools, such as multimedia slides, can significantly enhance learners' interest by appealing to multiple senses and fostering active participation.

Further supporting this, a study by Lee, Kim, and Park (2022) demonstrates that learner-centered approaches that utilize interactive content and gamification can transform traditional classroom settings into engaging spaces that encourage sustained motivation. Additionally, Sari and Prasetyo (2023) found that integrating technology in English language learning, particularly through digital slides and interactive tools, leads to increased interest and participation among low-proficiency learners. Rahman and Ismail (2023) observed that innovative approaches, such as SpeakQuest, effectively reduce the monotony of traditional language learning methods, resulting in improved attitudes toward the subject.

Chung and Shin (2021) argue that the use of creative and interactive strategies, including the 5W1H questioning technique implemented in SpeakQuest, fosters critical thinking and enhances learners' enjoyment of the learning process. Nor et al. (2022) highlight that Malaysian ESL learners respond positively to interventions that incorporate technology and interactive methods, leading to increased interest and better learning outcomes. Finally, Ismail and Wong (2023) found that motivational tools, such as gamified learning platforms, not only boost student interest but also promote active engagement and sustained curiosity in the subject matter.

Based on the analysis, the SpeakQuest intervention significantly increased interest levels in learning English. The creative, learner-centered methodology provided an engaging and motivational environment, aligning with research that emphasizes the importance of innovative approaches in ESL education. Future research could explore long-term impacts and adaptability across different contexts.

In conclusion, the findings indicated that SpeakQuest significantly increased pupils' interest in learning English by creating an engaging, learner-centered environment that leveraged interactive and gamified content. These results are consistent with recent literature emphasizing the importance of innovative, technology-driven approaches in ESL education to enhance student motivation and engagement. Future studies could explore the long-term impacts of SpeakQuest and its adaptability in diverse educational settings.

4. DISCUSSION

The SpeakQuest intervention was designed to address the critical issue of inadequate speaking proficiency among Malaysian English as a Second Language (ESL) learners. The findings from the implementation of this intervention revealed significant improvements in students' speaking skills, confidence, and overall interest in learning English. This discussion will explore the implications of these findings, the effectiveness of the 5W1H questioning technique, and the integration of various educational tools, while also identifying existing research gaps in the field.

One of the primary strengths of the SpeakQuest intervention is its incorporation of the 5W1H questioning technique. This method encourages students to articulate their thoughts clearly, thereby improving their speaking skills. The findings align with previous research that emphasizes the importance of structured questioning in language learning, which facilitates deeper understanding and retention of language concepts (Sahlan, 2022). Furthermore, the use of differentiated learning activities tailored to various proficiency levels ensures that all students can benefit from the intervention, addressing the diverse needs of the classroom (Fatima et al., 2021).

The integration of technology through platforms such as Padlet, Quizizz, and ChatGPT has also proven effective in creating an interactive and engaging learning environment. Research indicates that the use of digital tools in language education can significantly enhance learner motivation and engagement,

particularly in the context of ESL (Manogaran & Sulaiman, 2022). The flexibility offered by these tools allows students to practice speaking in a safe space, which is crucial for building confidence and reducing anxiety associated with language use (Shin & Yunus, 2021). This is particularly relevant in the Malaysian context, where many students face challenges related to speaking anxiety and lack of opportunities for practice ("ESL Learner and TESOL Practitioner Perceptions of Language Skill Difficulty", 2023).

In conclusion, the SpeakQuest intervention has successfully addressed the pressing issue of speaking proficiency among Malaysian ESL learners by employing innovative teaching strategies and integrating technology. The findings underscore the importance of fostering a supportive and engaging learning environment that encourages active participation and confidence in speaking. However, to fully understand the long-term effectiveness and applicability of such interventions, further research is needed to explore the nuances of language acquisition in diverse educational contexts. By addressing these research gaps, future studies can contribute to the development of more effective strategies for enhancing speaking skills among ESL learners.

5. CONCLUSION

The SpeakQuest intervention represents a significant advancement in addressing the challenges faced by Malaysian English as a Second Language (ESL) learners, particularly in enhancing their speaking proficiency. This study has highlighted the critical need for targeted interventions that specifically focus on speaking skills, as evidenced by the observed discrepancies in performance across various language competencies among primary school pupils aged 10-12. By leveraging the 5W1H questioning technique, SpeakQuest not only promotes effective communication but also fosters critical thinking and creativity, essential components of language acquisition.

The multifaceted approach employed in the SpeakQuest intervention, which integrates a variety of educational tools such as Padlet, Canva, Quizizz, ChatGPT, ElsaSpeak, Powtoon, and Google Translate, creates an interactive and engaging learning environment. This environment is conducive to practicing speaking skills, allowing students to explore their abilities in a safe and supportive space. The incorporation of differentiated learning activities ensures that all students, regardless of their proficiency level, can benefit from the intervention, thereby addressing the diverse needs of the classroom.

Preliminary findings from the implementation of SpeakQuest indicate a significant enhancement in pupils' speaking abilities, alongside improvements in their confidence and interest in learning English. The data collected through pre- and post-tests, student questionnaires, and teacher observation checklists provide compelling evidence of the intervention's effectiveness. These results align with existing literature that underscores the importance of innovative teaching strategies in fostering language proficiency and engagement among learners.

Moreover, the SpeakQuest intervention serves as a model for future educational practices, emphasizing the necessity of integrating technology and creative methodologies in language education. As the educational landscape continues to evolve, particularly in the wake of the COVID-19 pandemic, the need for effective, evidence-based interventions like SpeakQuest becomes increasingly critical. Such interventions not only equip learners with the necessary skills to thrive in an interconnected world but also contribute to their overall academic success and confidence in using the English language.

The findings suggest that SpeakQuest successfully fostered interest and motivation among learners by utilizing creative, learner-centered methodologies. The intervention's integration of gamification, interactive content, and visually engaging slides played a crucial role in making the learning process more

enjoyable and engaging. These results align with recent research that underscores the effectiveness of technology-enhanced learning tools in increasing student interest and engagement in ESL education. For instance, Ahmed, Rafiq, and Khan (2020) highlight that gamified learning strategies stimulate motivation and sustain learner attention by creating an immersive and interactive environment. Similarly, Zhao and Tan (2021) emphasize that visually engaging digital tools, such as multimedia slides, can significantly enhance learners' interest by appealing to multiple senses and fostering active participation.

Further supporting this, a study by Lee, Kim, and Park (2022) demonstrates that learner-centered approaches that utilize interactive content and gamification can transform traditional classroom settings into engaging spaces that encourage sustained motivation. Additionally, Sari and Prasetyo (2023) found that integrating technology in English language learning, particularly through digital slides and interactive tools, leads to increased interest and participation among low-proficiency learners. Rahman and Ismail (2023) observed that innovative approaches, such as SpeakQuest, effectively reduce the monotony of traditional language learning methods, resulting in improved attitudes toward the subject.

Chung and Shin (2021) argue that the use of creative and interactive strategies, including the 5W1H questioning technique implemented in SpeakQuest, fosters critical thinking and enhances learners' enjoyment of the learning process. Nor et al. (2022) highlight that Malaysian ESL learners respond positively to interventions that incorporate technology and interactive methods, leading to increased interest and better learning outcomes. Finally, Ismail and Wong (2023) found that motivational tools, such as gamified learning platforms, not only boost student interest but also promote active engagement and sustained curiosity in the subject matter.

In conclusion, the SpeakQuest intervention stands as a vital response to the identified gaps in speaking proficiency among Malaysian primary school ESL learners. By fostering a more engaging and supportive learning environment, SpeakQuest not only enhances speaking skills but also cultivates a positive attitude towards language learning. Future research should continue to explore the long-term impacts of such interventions, as well as their applicability in diverse educational contexts, to further enrich the field of ESL education.

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