IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO

A Thesis

Submitted to the English Language Education Study Program of Education and Teacher Training Faculty of State Islamic University of Palopo as Partial Fulfilment of the Requirements for Undergraduate Degree in English Education

Composed By:

Fauzia Iksan
20.0202.0041

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025

IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO

A Thesis

Submitted to the English Language Education Study Program of Education and Teacher Training Faculty of State Islamic University of Palopo as Partial Fulfilment of the Requirements for Undergraduate Degree in English Education

Composed By:

Fauzia Iksan
20.0202.0041

Supervised By:

1. **Wahibah, S.Ag., M.Hum**
2. **Nurhayati Usman, S.Pd.I., M.Hum**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name	: Fauzia Iksan
Registration Number	: 20 0202 0041
Faculty	: Education and Teacher Training
Study Program	: English Language Education Study Program

Stating exactly that:

1. This thesis is my originally work, not result of plagiarism or duplication of the work of others that I acknowledge as my own work thoughts.
2. All parts of this thesis are my own work, except the citations whose original sources have been reported. All mistake or error in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for these actions, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 1st July 2025

Regards,

Fauzia Iksan

THESIS APPROVAL

This thesis entitled **"Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo "**, which was written by **Fauzia Iksan**, Reg. Number 20 0202 0041, a student of English Language Education Study Program of IAIN Palopo, has been examined and defended in **Munaqasyah** session which was carried out on August 14th, 2025 M/Safar 20th, 1447 H, it has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 14th September 2025

BOARD OF EXAMINERS

1.	Husnaini, S.Pd.I., M.Pd.	Chairman	( )
2.	St. Hartina, S.Pd., M.Pd.	Examiner I	( )
3.	Devi Ismayanti, S.S., M.Hum.	Examiner II	( )
4.	Wahibah, S.Ag., M.Hum.	Consultant I	( )
5.	Nurhayati Usman, S.Pd.I., M.Hum	Consultant II	( )

Approved by

The Dean of Education and Teacher Training Faculty	**The Head of English Language Education Study Program**
Prof. Dr. H. Sukirman, S.S., M.Pd.	**Husnaini, S.Pd.I., M.Pd.**
NIP. 19670516 200003 1 002	**NIP. 19840820 200902 2 007**

CONSULTANT APPROVAL

Thesis Entitled: **IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO**

Written By:

Name	: Fauzia Iksan
Reg. Number	: 20 0202 0041
Faculty	: Education and Teacher Training
Study Program	: English Language Education

Has been corrected and approved to be examined in Munaqasyah examination.

Palopo, July 23rd, 2025

Consultant I

Wahibah, S.Ag., M.Hum.
NIP 19690504 200312 2 002

Consultant II

Nurhayati Usman, S.Pd.I., M.Hum.
NIP 198311082023212024

EXAMINER APPROVAL

Thesis Entitled: **IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO**

Written By:

Name	: Fauzia Iksan
Reg. Number	: 20 0202 0041
Faculty	: Education and Teacher Training
Study Program	: English Language Education

Has been corrected and approved to be examined in Munaqasyah examination.

Palopo, July 23rd, 2025

Examiner I

St. Hartina, S.Pd., M.Pd.
NIP 19910909 201903 2 021

Examiner II

Devi Ismayanti, S.S., M.Hum.
NIP. 19870815 20521 2004

NOTA DINAS PEMBIMBING

Lamp. : -

Hal : Skripsi a.n. Fauzia Iksan

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama	:	Fauzia Iksan
NIM	:	20 0202 0041
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk disajikan pada ujian/seminar hasil penelitian.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palopo, 1 Juli 2025

Pembimbing I

Wahibah, S.Ag., M.Hum
NIP. 19690504 200312 2 002

NOTA DINAS PEMBIMBING

Lamp. : -

Hal : Skripsi a.n. Fauzia Iksan

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama	:	Fauzia Iksan
NIM	:	20 0202 0041
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk disajikan pada ujian/seminar hasil penelitian.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palopo, 1 Juli 2025

Pembimbing II

Nurhayati Usman, S.Pd.I., M.Hum

NIP. 198311082023212024

ACKNOWLEDGMENTS

بِسْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لله رَبِ الْعَالَمِيْنَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ، وَعَلَى أله وَأَصْحَابِهِ وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِيْنِ، أَمَّا بَعْدُ

The researcher expresses her grateful to Allah SWT for His mercies and blessings, she could complete this thesis as a requirement for the undergraduate degree in English language Education Study Program, Faculty of Education and Teacher Training, State Islamic University of Palopo, entitled "*Improving Students' Vocabulary Mastery Using LiveWorksheet Website at SMPN 7 Palopo.*" Shalawat and salam may be upon our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher acknowledges that this thesis was completed with the support, guidance, and encouragement of many individuals. Therefore, in this chance, the researcher would like to express the highest appreciation and thanks to:

1. Dr. Abbas Langaji, M.Ag., the Rector of State Islamic University of Palopo, along with the Vice Rectors I, II and III.
2. Prof. Dr. Sukirman Nurdjan, S.S., M.Pd., the Dean of the Education and Teacher Training Faculty of UIN Palopo, together with Vice Deans I, II and III.

3. Husnaini, S.Pd.I., M.Pd., the Head of the English Language Education Study Program of UIN Palopo, who always support and encourages the researcher during the research.
4. Wahibah, S.Ag., M.Hum. as the first supervisor and Nurhayati Usman, S.Pd.I., M.Hum. as the second supervisor for their time, valuable guidance, assistance, correction, suggestion, and kindness during completing and finishing this thesis.
5. St. Hartina, S.Pd., M.Pd. as the first examiner and Devi Ismayanti, S.S., M. Hum. as the second examiner, who have provided suggestions for this thesis and corrections that significantly contributed to its improvement.
6. Ermawati, S.Pd.I., M.Hum., the validator of the instrument, who has always provided valuable guidance and shared knowledge.
7. The lecturers of UIN Palopo, particularly from the English Language Education Study Program, who have provided invaluable knowledge, support, and guidance in language learning. Sincere thanks are also extended to all the staff of UIN Palopo who helped the researcher.
8. The headmaster of SMPN 7 Palopo, along with the English teacher and staff, particularly the students of class IX B, who helped the researcher during her research at the school.
9. The researcher's dearest parents Iksan Asir and (Almh) Dra. Nurbaiti Djasman. The researcher would like to express the deepest gratitude to her father for his unwavering support and prayers. Also, the researcher sincerely remembers and thanks her mother, who has been a source of strength and

inspiration. May Allah SWT grant her a spacious resting place and place her in the most honourable place beside Allah SWT.

10. The researcher's beloved younger siblings, Muh. Rafli Fauzan, Fazila Zafika Iksan and Farhan Abadi, who have always supported the researcher.
11. Fidia Ditazam Malik and Triana Febrianti Darwis as a housemate who have been helping, giving support, showing kindness, understanding, and encouraging until now.
12. To researcher's friend who have accompanied the researcher throughout these years, Nur Alam Amir, Aulia Lestari, Alifia Wardania, Mayumi Dewi Anjani, Nabila Azizah, and Samsuri Umar that always invaluable help during the process of completing this thesis and for the constant encouragement shared along the way.

Finally, the researcher hopes may Allah SWT, the Most Merciful, bless all who supported this journey and grant them abundant rewards.

The Researcher

Fauzia Iksan

TABLE OF CONTENT

STATEMENT OF AUTHENTICITY ..... **iii**
THESIS APPROVAL ..... **iv**
CONSULTANT APPROVAL ..... **v**
EXAMINER APPROVAL ..... **vi**
NOTA DINAS PEMBIMBING ..... **vii**
ACKNOWLEDGMENTS ..... **ix**
LIST OF TABLES AND FIGURE ..... **xiv**
LIST OF PICTURES ..... **xv**
ABSTRACT ..... **xvi**
CHAPTER I **1**
INTRODUCTION **1**
A. Background 1
B. Research Question 3
C. Objective of the Research 3
D. Significances of the Research 4
E. Scope of the Research 4
CHAPTER II **6**
REVIEW OF RELATED LITERATURE **6**
A. Previous of Related Research Findings 6
B. Some Pertinent Ideas 10
C. Conceptual Framework 35
D. Research Hypothesis 36
CHAPTER III **37**
RESEARCH METHOD **37**
A. Research Design 37
B. Research Time and Location 38
D. Population and Sample 38
E. Instrument of the Research 39
F. Procedure of Collecting Data 39
G. Research Technique of Data Analysis 43
H. Instrument Validity and Reliability 44

CHAPTER IV **45**
FINDINGS AND DISCUSSION **45**
A. Findings 45
B. Discussion 51
CHAPTER V **58**
CONCLUSION AND SUGGESTION **58**
A. Conclusion 58
B. Suggestion 58
BIBLIOGRAPHY **61**
APPENDICES **64**
BIOGRAPHY **112**

LIST OF TABLES AND FIGURE

Tables

Table 3. 1 The Design of One-Group Pre-Test and Post-Test 32

Table 3. 2 Assessment Criteria 38

Table 4. 1 The Score of Students' Vocabulary in Pre-Test 45

Table 4. 2 The Frequency and Percentage Score of Students in Pre-Test..... 46

Table 4. 3 The Score of Students in Post-Test..... 47

Table 4. 4 The Frequency and Percentage Score of Students in Post-Test 48

Table 4. 5 The Mean Score and Standard Deviation of Pre-Test and Post-Test.... 48

Table 4. 6 The Paired Samples Correlations of Pre-Test and Post-Test..... 50

Table 4. 7 Cohen Correlation Table 50

Table 4. 8 The Paired Sample Test of Pre-Test and Post-Test..... 51

Figure

Figure 2. 1 Conceptual Framework 35

LIST OF PICTURES

Picture 2. 1 Cover of Liveworksheet 25

Picture 2. 2 Example of Textfield Feature 26

Picture 2. 3 Example of Single Choice Feature 26

Picture 2. 4 Example of Checkboxes Feature 27

Picture 2. 5 Example of Word Search Feature 27

Picture 2. 6 Example of Speak Feature 28

Picture 2. 7 Example of Drag and Drop Feature 28

Picture 2. 8 Example of Join Feature 29

Picture 2. 9 Example of Play MP3 Feature 29

Picture 2. 10 Example of Listening Exercises 30

Picture 2. 11 Example of Open Answer Feature 30

Picture 2. 12 Example of Link Feature 31

Picture 2. 13 Example of YouTube Player Feature 31

ABSTRAK

Fauzia Iksan, 2025. "*Meningkatkan Penguasaan Kosakata Siswa Menggunakan Website Liveworksheet di SMPN 7 Palopo.*" Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wahibah dan Nurhayati Usman.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan *website Liveworksheet* dalam meningkatkan penguasaan kosakata siswa di SMPN 7 Palopo. Penelitian ini menggunakan desain pra-eksperimental dengan satu kelompok *pre-test* dan *post-test*. Populasi dalam penelitian ini terdiri dari 60 siswa kelas IX. Sampel diambil dengan Teknik *purposive sampling*, yaitu satu kelas berisi 23 siswa. Instrument penelitian adalah tes kosakata. Selanjutnya, data dianalisis menggunakan SPSS 29. Penelitian menunjukkan bahwa nilai rata-rata *post-test* siswa (73,04) lebih tinggi daripada *pre-test* (38,91). Berdasarkan hasil analisis *pre-test* dan *post-test,* terjadi peningkatan yang signifikan dalam penguasaan kosakata siswa setelah diberikan perlakuan. Untuk kategori *noun*, nilai rata-rata siswa naik dari 25 pada *pre-test* menjadi 49.58 pada post-test. Untuk kategori *verb*, skor rata-rata naik dari 20,83 pada pre-test menjadi 40,83 post-test. Sedangkan kategori *adjective,* skor rata-rata pre-test meningkat dari 28,75 menjadi 49,58 post-test. Selain itu, nilai *tcount* sebesar 17.201 dengan nilai df (derajat kebebasan) adalah 22, lebih tinggi dari *t-table* (2.074). hal ini menunjukkan bahwa penggunaan situs *website Liveworksheet* efektif meningkatkan penguasaan kosakata siswa. Implikasi dari penelitian ini diharapkan dapat berkontribusi bagi guru untuk menggunakan *website Liveworksheet* di kelas untuk meningkatkan penguasaan kosakata siswa.

Kata kunci: Penguasaan Kosakata, Situs Web Liveworksheet, Desain Pra-eksperimental

Verified by
UPT Pengembangan Bahasa
UIN Palopo

Date	Signature
08/08/2025	

ABSTRACT

Fauzia Iksan, 2025. *"Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo. Supervised by Wahibah and Nurhayati Usman.

This study aims to determine the effectiveness of using the Liveworksheet website in improving students' vocabulary mastery at SMPN 7 Palopo. The research employed a pre-experimental design with a one-group pre-test and post-test. The population consisted of 60 ninth-grade students, and the sample was selected using purposive sampling, resulting in one class of 23 students. The research instrument was a vocabulary test, and data were analyzed using SPSS 29. The findings reveal that the students' mean post-test score (73.04) was higher than their mean pre-test score (38.91). Analysis of pre-test and post-test results indicated a significant improvement in students' vocabulary mastery after the treatment. For the noun category, the mean score increased from 25 in the pre-test to 49.58 in the post-test. For the verb category, the mean score increased from 20.83 to 40.83, and for the adjective category, the mean score rose from 28.75 to 49.58. additionally, the calculated t-value (t-count) was 17.201 with 22 degrees of freedom, exceeding the t-table value (2.074). These results indicate that the use of the Liveworksheet website is effective in improving students' vocabulary mastery. the study implies that the Liveworksheet website can serve as a valuable tool for teachers to enhance students' vocabulary mastery in the classroom.

Keywords: Vocabulary Mastery, Liveworksheet Website, Pre-Experimental Design

Verified by UPT Pengembangan Bahasa UIN Palopo	
Date	Signature
08/08/2025	

الملخص

فوزية إحسان، ٢٠٢٥. "تنمية إتقان المفردات لطلبة باستخدام موقع *Liveworksheet* في المدرسة المتوسطة الحكومية السابعة (SMPN 7) فالوفو." رسالة جامعية في برنامج تعليم اللغة الإنجليزية، كلية التربية وعلوم التدريس، الجامعة الإسلامية الحكومية فالوفو. تحت إشراف وهيبة ونور حياتي عثمان.

يهدف هذا البحث إلى معرفة فعالية استخدام موقع *Liveworksheet* في تطوير إتقان المفردات لطلبة المدرسة المدرسة المتوسطة الحكومية السابعة (SMPN 7) فالوفو. استخدم البحث تصميماً شبه تجريبي يتضمن مجموعة واحدة باختبار قبلي وبعدي. يتشكل مجتمع البحث من ٦٠ لطلبة الصف التاسع، وتم اختيار عينة البحث منهم ٢٣ طلبة بطريقة العينة القصدية. تم إجراء اختبار المفردات كأداة لجمع البيانات، وتم تحليل النتائج باستخدام برنامج *SPSS* الإصدار ٢٩. أظهرت نتيجة البحث أن متوسط نتيجة الطلبة في الاختبار البَعدي (٧٣,٠٤) وهو أعلى من متوسط نتيجة الطلبة في الاختبار القبلي (٣٨,٩١)، مما يدل على وجود تحسن كبير في إتقان المفردات بعد استخدام موقع *Liveworksheet*. في مسألة الأسماء (*noun*)، ارتفع متوسط النتيجة من ٢٥ في الاختبار القبلي إلى ٤٩,٥٨ في الاختبار البعدي، وفي مسألة الأفعال (*verb*) ارتفع من ٢٠,٨٣ في الاختبار القبلي إلى ٤٠,٨٣ في الاختبار البعدي، وفي مسألة الصفات (*adjective*) ارتفع من ٢٨,٧٥ في الاختبار القبلي إلى ٤٩,٥٨ في الاختبار البعدي. من جانب آخر أظهرت القيمة المحسوبة (*t-count*) بلغت ١٧,٢٠١ بدرجة حرية (*df*) قدرها ٢٢ وهي أعلى من القيمة الجدولية (*t-table*) البالغة ٢,٠٧٤، مما يدل على فعالية استخدام موقع *Liveworksheet* في تحسين مفردات الطلاب. ويؤكد ذلك أن نتائج هذا البحث تسهم في تشجيع المدرسين على استخدام موقع *Liveworksheet* كوسيلة تعليمية فعالة في الصفوف الدراسية لتطوير مهارة إتقان المفردات لدى الطلاب.

الكلمات المفتاحية: إتقان المفردات، موقع *Liveworksheet*، التصميم شبه التجريبي

Verified by
UPT Pengembangan Bahasa
UIN Palopo

Date	Signature
08/08/2025	

CHAPTER I

INTRODUCTION

A. Background

It is widely claimed that vocabulary is one of the fundamental components of language learning. It is instrumental in fostering language proficiency and in connecting reading, writing, listening, and speaking skills. As emphasized by Susanto, vocabulary is crucial for the effective use of foreign languages and is integral to the creation of both spoken and written texts.[1] Furthermore, the development of a robust vocabulary is often linked to better comprehension and communication in a foreign language. So, English should be mastered to support communication, both between native speakers and between non-native speakers.

Vocabulary encompasses all lexical items that a person has learned and also, they can understand or use to communicate, as well as the meanings, pronunciations, and usages of words.[2] A strong vocabulary foundation enables learners to articulate ideas precisely and confidently. As reported by Panjaitan et.al., students who possess an extensive vocabulary generally excel in language-related tasks and are more confident in employing the language into everyday contexts.[3] Therefore, the improvement of vocabulary skills becomes a primary focus in the

[1] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal Kata* 1, no. 2 (October 2023): 182–91.

[2] Fitriyah, Sekarani Suteguh Putri, and Octa Pratama Putra, "Teachers' Strategies in Teaching Vocabulary at SMP 27 Depok," *Jurnal Ilmiah Bina Bahasa* 16 (December 2023): 95–98.

[3] Esra Elisabeth Panjaitan, Exsanti Jumina Sibarani, and Erikson Saragih, "Vocabulary Teaching Strategies by EFL Teachers of Junior High School Level," *Jurnal Pendidikan LLDIKTI Wilayah 1 (JUDIK)* 1, no. 02 (December 22, 2021): 57–63, https://doi.org/10.54076/judik.v1i02.168.

language learning process, enabling students to achieve optimal language proficiency.

At the same time, acquiring vocabulary is quite challenging because the majority of students perceive that it is too difficult and complicated.[4] According to the English teacher of class IX at SMPN 7 Palopo, most students still struggle with basic vocabulary, which hinders their overall English proficiency. Their limited vocabulary often leads to a lack of interest and enthusiasm during English lessons**.** Additionally, students' low motivation is partly attributed to the predominance of traditional teaching methods, such as teacher-centered and textbook-based learning. The limited digital literacy of teachers further contributes to the underutilization of technology in the learning activities. Nevertheless, in enhance students' skill and motivation for learning, teachers' use of learning media remains restricted.

In the current digital era, the adoption of technology in education has seen a significant rise in prevalence. One of the platforms that can be utilized is Liveworksheet, digital platform that enables educators to design interactive worksheets that students can complete online. Liveworksheet is among the most effective electronic media to reduce students' boredom, as it incorporates text, videos, images, various forms of questions and animation.[5] According to Sumanik et al., liveworksheet is highly suitable for use in the Curriculum Merdeka, as this

---

[4] Nurul Annisa, Andi Tenrisanna Syam, and Masruddin, "Teaching Vocabulary through Round Robin Brainstorming Technique," *English Education Journal (EEJ)* 13, no. 1 (January 2022): 47, https://doi.org/10.24815/eej.v13i1.22320.

[5] Marsha Firio Armaditya, Maya Rizki Amalyasari, and Jasuli, "*Analysis on The Development of E-Students Worksheet (E-LKPD) by Using Liveworksheet in Writing Hortatory Exposition Text*," Journal of Applied Linguistics 2, no. 2 (2024): 40–45, https://doi.org/10.572349/verba.v2i1.363.

electronic worksheet platform offers numerous advantages applicable across all educational levels and subjects.[6] This align with research by Yudiramanda et al. indicates that utilizing interactive media in learning can boosts students' motivation and engagement, which in turn contributes to improved vocabulary mastery.[7]

Although numerous research has demonstrated the benefits of technology integration in language acquisition, the application of these methods has not yet been fully realized at SMPN 7 Palopo, indicating a persisting gap in the practical implementation, particularly in the context of vocabulary mastery. The urgency of this research lies in the need to enhance students' vocabulary acquisition through innovative and effective approaches. Based on the problem identify, the researcher is interest in conducting the research entitle "Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo".

B. Research Question

Based on the background, the researcher formulates the research questions as follows: "Is the use of the Liveworksheet website effective in improving students' vocabulary mastery at SMPN 7 Palopo?

C. Objective of the Research

This research aims to determine the effectiveness of using the Liveworksheet website in improving students' vocabulary mastery at SMPN 7 Palopo.

---

[6] Novike Bela Sumanik et al., "Literature Study: Liveworksheet as a Science Learning Media Electronic Student Worksheet in The Merdeka Curriculum," *Technium Social Sciences Journal* 49, (October 2023): 380.

[7] Shofiyah Dinda Yudiramanda, Farsya Shabira Suhandoko, and Muhammad Sulhan, "Meta-Analysis: The Effect of Teaching Media Towards Students' English Vocabulary Mastery," *Journal of English Education* 4, no. 3 (2024): 158.

D. Significances of the Research

There are two significances of the research:

1. Theoretically

The result of the research is expected to be beneficial for both English teachers and students as a benchmark in selecting appropriate media for vocabulary mastery. Furthermore, the findings may contribute to the academic field by supporting the development of technology-based learning models aligned with the principles of the Merdeka Curriculum.

2. Practically

This research outcomes can be implemented in classroom settings to improve the effectiveness of vocabulary instruction. Teachers can adapt these findings by integrating vocabulary exercises through Liveworksheet into their learning activities, utilizing its interactive features to enhance students' engagement and understanding of English word.

E. Scope of the Research

This research concentrated on the use of liveworksheet website to develop students' vocabulary mastery at SMPN 7 Palopo. This research employs story-based approach using comic story and descriptive texts about animals in teaching word classes (noun, verb, and adjective). The online worksheet was created using various interactive task types on Liveworksheet, including single choice, drag and drop, fill in the blank, checkboxes, and join (connecting related items). The worksheet was designed based on the Curriculum Merdeka Belajar for ninth grade students.

F. Definition of Terms

To make a general understanding of this research objective, the researcher define the following terms:

1. Vocabulary is all words contained in one language, encompassing those recognized and understood during listening and reading (receptive vocabulary), as well as those actively used in writing and speaking (productive vocabulary).[8]
2. Liveworksheet is an online platform that provides interactive worksheets for learning vocabulary.[9]
3. Vocabulary mastery in this research identifies to students' ability to recognize and use nouns, verbs, and adjectives in the context of short narrative texts and descriptive text.

[8] Jack C. Ricards, Willy A. Renandya, "*Methodology in Language Teaching*" (Cambridge: Cambridge University Press, 2022), 255.

[9] Nor Azah Sarip Khalid and Azlina Abdul Aziz, "*Interactive Liveworksheet: Enhancing Vocabulary for Upper Primary ESL Learners*," International Journal of Academic Research in Business and Social Sciences 12, no. 6 (June 20, 2022): 1370, https://doi.org/10.6007/ijarbss/v12-i6/13158.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this research, the researcher identified several prior studies that exhibit relevance to the present investigation, as outlined below:

Khalid & Aziz, "*Interactive Liveworksheet: Enhancing Vocabulary for Upper Primary ESL Learners*." The objective of this study is to examine the extent to which learners demonstrate achievement in vocabulary acquisition and to investigate their perceptions and attitudes regarding the process of learning new word through the implementation of interactive Liveworksheet in English lesson. This study employs a mixed method case study approach with 108 students from Sekolah Kebangsaan Rokan Negeri Sembilan, and a sample of 14 upper primary students. The research instrument used questionnaires and observations**.** The findings indicated that 42.9% students felt that interactive Liveworksheet helped improve their grades by making the material easier to understand. 50.0% of students agreed that using interactive Liveworksheet is easy. 71.4% agreed that students cannot learn without using interactive Liveworksheet. 50.0% agreed that students enjoyed the learning with Liveworksheet. In conclusion, the use of interactive Liveworksheet improved students' understanding of word meaning and spelling, while also making them comfortable, enthusiastic, and motivated to engage with during English lessons, which increases their confidence and motivation.[10]

[10] Nor Azah Sarip Khalid and Azlina Abdul Aziz, "Interactive Liveworksheet: Enhancing Vocabulary for Upper Primary ESL Learners," 1362.

Larasati, "*Students' Interest in Learning English Vocabulary Using Live Worksheet Media During Online Class (At the Ninth Grade of SMP N 3 Colomadu).* This research focuses on analyzing students' engagement and identify the various factors that influence their interest in learning English vocabulary through the use of Liveworksheet in an online classroom setting. A descriptive qualitative design was employed with the teacher and eight-grade students at SMP Negeri 3 Colomadu. The research sample comprised 32 students from class 9C along with one English teacher who participated as key informants in the data collection process. Survey questionnaire and interview sessions were the primary research instruments. Students exhibit a relatively high level of interest in learning vocabulary through the use of Liveworksheet, and this approach has proven to be notably effective in supporting their vocabulary acquisition. Internally aspects such as physical well-being, inherent talent, and individual preparedness, as well as externally aspects like support from parents and the school environment, influence the students' interest and contribute to making them better English learners. The conclusion indicates that most students demonstrate strong interest in learning through Liveworksheets and actively apply the vocabulary to everyday life.[11]

Jayanti et al., "*Enhancing Students' English Tenses Mastery by Using Liveworksheet (A Classroom Action Research at the Class X-1 of SMA N 9 Semarang in the Academic Year of 2023/2024)*. This study aims to evaluate the effectiveness of the Liveworksheet platform in improving students' grammatical

[11] Sekar Ayu Larasati, *Students' Interest in Learning English Vocabulary Using Live Worksheet Media During Online Class (At the Ninth Grade of SMP N 3 Colomadu)* (Thesis, Raden Mas Said State Islamic University Surakarta, 2022).

competence, with a specific focus on their mastery of present and past tense usage. The research adopts the Classroom Action Research (CAR) methodology and involves students from class X at SMAN 9 Semarang. A total of 36 students from class X-I were selected as the research sample. Data were collected using a questionnaire as the primary research instrument. The findings demonstrate that, in the first cycle of implementation, 83.3% of students were able to meet the minimum competency criteria after engaging with the Liveworksheet activities. In the subsequent cycle, students' performance showed further progress, with the percentage increasing to 94.4%, indicating enhanced proficiency in the use of present and past tenses. These results underscore the significant impact of integrating Liveworksheet into grammar instruction, particularly in reinforcing students' understanding and application of English tenses and students also responded positively to liveworksheet as an interactive learning tool.[12]

Hidayah & Asari, "*Investigating Students' Listening Skill Using Liveworksheet as an Outline Teaching Platform*." This study was conducted to assess students' listening proficiency and their perceptions of using the Liveworksheet platform as a learning tool. Employing a quantitative research design, the study targeted second-grade students at Ban KaengSriphum Junior High School in Thailand. The sample consisted of 52 participants, comprising 20 male and 32 female students. Data collection was carried out using a structured questionnaire. The findings revealed that 50.9% of students strongly agreed that

[12] Arnila Jayanti, A.B Prabowo K. A., and Wesiati Setyaningsih, "Enhancing Students' English Tenses Mastery by Using Liveworksheets (A Classroom Action Research at the Class X-1 of SMA N 9 Semarang in the Academic Year of 2023/2024)," *Seminar Nasional Pendidikan Profesi Guru*, 2023, 634–42.

listening instruction is a crucial component of language learning. Additionally, 43.4% expressed strong agreement regarding the effectiveness of the Liveworksheet platform. Furthermore, 44.2% of respondents strongly believed that the platform should be sustained in future learning activities, while 43.4% viewed it as a preferred instructional medium. Lastly, 39.6% of students strongly agreed that Liveworksheet offers easy accessibility for enhancing listening skills. In conclusion, the liveworksheet platform is highly recommended for teachers as an interactive learning medium, especially for listening. Liveworksheet significantly improved students' listening skills based on pre-test and post-test comparisons and effectively supported students in developing their listening abilities.[13]

Based on the reviewed literature, previous studies have demonstrated the effectiveness of Liveworksheet in enhancing various English language skills, such as vocabulary acquisition, grammar mastery and listening skills, employing diverse research methods including mixed-method case study, qualitative, classroom action research, and quantitative approaches. However, a research gap exists in the limited exploration of Liveworksheet integrated with a story-based approach, particularly in teaching vocabulary categories such as nouns, verbs, and adjectives in the context of Indonesian secondary education. This research offers a novel contribution by implementing pre-experimental design to investigate the effectiveness of Liveworksheet specifically for improving students' vocabulary mastery at SMPN 7 Palopo. Thus, this research provides new insights into how interactive digital

[13] Nurul Hidayah and Slamet Asari, "Investigating Students' Listening Skill Using Liveworksheet as an Outline Teaching Platform," J-SHMIC: Joural of English for Academic 9, no. 1 (February 2022): 51–59, https://journal.uir.ac.id/index.php/jshmic.

platform can support vocabulary learning in a more engaging and meaningful way for junior high school students.

B. Some Pertinent Ideas

1. Concept of Vocabulary Mastery

a. Definition of Vocabulary

In the context of this research, vocabulary mastery is defined as students' capability to identify, comprehend, and accurately apply English words especially nouns, verbs, and adjectives. This conceptualization is consistent with the main objective of the research, which is to enhance students' vocabulary proficiency through the integration of instructional media as a learning support tool. Vocabulary serves as a foundational element in language acquisition, as students rely on their knowledge of words to develop proficiency in speaking, listening, reading, and writing.[14]

As highlighted by Nation, vocabulary is a core component of language proficiency, and a crucial determinant of how effectively students can use language across all four skills.[15] Without sufficient vocabulary, students may understand grammatical structures but still struggle to convey meaning effectively. Similarly, Sarhang and Furwana emphasize that without sufficient vocabulary knowledge, students struggle to communicate meaningfully and comprehend language input.[16]

---

[14] Wahidin, Rustan Santaria, and Jufriadi, "The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo," *Jurnal Sinestesia* 13, no. 2 (2023): 1421.

[15] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

[16] Riri Yanti Sarhang and Dewi Furwana, "Developing Students' Vocabulary by Using Magic Box Game at SMPN 8 Palopo," *Journal of English Language Teaching and Learning* 1, no.2 (October 2020): 99.

Thus, improving vocabulary mastery is not only essential but also central to achieving communicative competence.

Supporting this, Helma and Jufriadi highlight that learners who possess strong vocabulary mastery are more likely to demonstrate superior performance in comprehending written texts and articulating their thoughts with clarity.[17] Similarly, Richards and Renandya identify that vocabulary is a crucial aspect of language learning that affects speaking, listening, reading, and writing skills.[18] These perspectives affirm that vocabulary is not an isolated aspect of language, but one that directly supports both receptive and productive abilities.

A strong command of vocabulary significantly contributes to students' comprehension of academic content and supports effective communication. Nurgiyantoro, as cited in Suryanto et al., states that vocabulary mastery encompasses an individual's capacity to accurately identify, comprehend, and appropriately utilize words across the four language skills: listening, speaking, reading, and writing.[19] A strong vocabulary foundation enables students not only to comprehend texts more easily but also to express their thoughts more clearly and confidently. According to Wahibah, the more words students know, the more ideas they can explore, develop and communicate the ideas effectively.[20]

---

[17] Helma and Jufriadi, "Improving Students' Vocabulary Mastery Through Observe and Remember Game at the Seventh Grade SMPN 2 Palopo," *FOSTER: Journal of English Language Teaching and Learning* 1, no.1 (August 2020): 29-30.

[18] Jack C. Ricards, Willy A. Renandya, "*Methodology in Language Teaching*" (Cambridge: Cambridge University Press, 2022), 255.

[19] Bradhiansyah Tri Suryanto, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo, "The Correlation between Students' Vocabulary Mastery and Speaking Skill," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (June 30, 2021): 10–19, https://doi.org/10.33650/ijoeel.v3i1.2042.

[20] Wahibah, "The Effectiveness of Using Pictured Story to Upgrade Students' Vocabulary," *IAIN Palopo* (2016): 2.

From some of these statements, vocabulary mastery is a complex component that plays a vital role in the process of language acquisition. For this research, it is determined as the students' ability to accurately understand and use nouns, verbs, and adjectives in context, which is essential for supporting their development across the four language skills. Improving this mastery through engaging and technology-supported activities is expected to enhance their overall English language competence.

b. Types of Vocabulary

Vocabulary consists of various types. According to Awalin, it can be categorized:[21]

1) Receptive vocabulary encompasses words that learners are able to identify and comprehend when encountered in listening or reading contexts yet are not able to produce actively in speaking or writing. For instance, students may understand the word "*nest*" when they read it in a story about cendrawasih, even though they may not use it in their own sentence.
2) Productive vocabulary refers to words that learners can not only comprehend but also accurately pronounce and use appropriately in both spoken and written communication. For instance, when students are asked to describe an orangutan using adjectives like "*reddish brown*" or verbs like "*swing*", they are demonstrating productive vocabulary use.

[21] Arpinda Syifa'a Awalin, "The Use of Vocabulary Learning Strategy by Undergraduate Students," *Linguistic, English Education and Art (LEEA) Journal* 5, no. 2 (June 30, 2022): 216–23, https://doi.org/10.31539/leea.v5i2.3309.

Both types of vocabulary are essential in language learning. Receptive vocabulary builds the foundation for comprehension, while productive vocabulary enables learners to communicate effectively.

According to Kroeger, these categories closely align with the conventional word classes, including nouns, verbs, adjectives, and adverbs:[22]

1) Noun is the part of speech that is usually defined as the name of the person, place, and things or ideas.

a) Noun Varieties

Nouns may be grouped into various distinct categories based on their characteristics and functions, namely:

(1) A common noun denotes a generic designation of people, places, or objects, such as *teacher, village, bottle.*

(2) Proper Noun refers to particular names and is always capitalized, examples: *John, Jakarta,* or *Microsoft.*

(3) Concrete noun is something that can be physically seen or felt, such as *vehicle*, *book,* or *mountain.*

(4) Abstract noun refers to concepts that cannot be seen or touched, such as *happiness* or *decision*.

(5) Countable noun, noun that represents items which can be enumerated separately, such as *glass*, *song*, or *pen*.

[22] R.P.Kroeger, *Analyzing Grammar: An Introduction* (Cambridge: Cambridge University Press, 2005), 30-45.

(6) As well as non-countable noun, such as *water* or *music*, which cannot be individually counted or physically felt.

b) Form of Noun

Nouns can take different forms based on morphological processes, including:

(1) Root Words is basic noun forms that stand alone without modification, like *man* or *table.*

(2) Derived Nouns that nouns formed by adding suffices to verbs or adjectives, example: "*teach*" become "*teacher*", "*happy*" become "*happiness*"

c) Function of Noun

Nouns serve various functions within sentence structure, such as:

(1) As subject, example: *The cat is sleeping*.

(2) As direct object, example: *She reads a book*.

(3) As indirect object, example: *She gave her friend a cake*.

(4) As subject complement, example: *My uncle is a lawyer*.

(5) As object of a prepositions, example: *They walked to the market*.

d) Gender

In English, nouns may indicate gender, and are generally categorized as follows:

(1) Masculine refers to male entities, examples: *man, boy, king*.

(2) Feminine refers to female entities, example: *woman, girl, queen.*

e) Plurals

Plurality in nouns is generally formed by adding the suffix -s or -es, although there are irregular forms:

(1) To form the plural of a noun, the letter S is typically added to its singular form: *car - cars, dog - dogs*.

(2) Noun that end in SS, SH, O, or X generally take ES to form their plural: *class - classes*, *wish - wishes*, *tomato - tomatoes*, *box - boxes*.

(3) Noun that ends with Y after a consonant, the plural form is created by changing Y to IES: *lady – ladies*, *diary – diaries*, and *factory – factories*.

(4) Some nouns create their plural form by altering the vowel within the word: *tooth - teeth*, *foot - feet.*

(5) Certain nouns are always used in the plural form and require a plural verb: *scissors are on the table*.

(6) Several words ending in ICS: *mathematics*, *acoustics*.

2) Verb is grammatical category that typically expresses an action or event performed by a person or an object. While there are different types of verbs, some of the most common, such as:

a) Action verb which describes bodily or cognitive activities carried out by the subject, such as *swim* and *write*.

b) Stative verb explains conditions that tend to be fixed and unchanging, such as *know* and *love*.

c) Regular verbs create their past tense and past participle forms by appending the suffix *-ed* or *-d* to the verb's base form, like *play – played – played*, *open – opened – opened*.

d) Irregular Verbs cannot adhere to consistent rule in creating their past tense and past participle forms. Their forms must be memorized, for example: *go – went – gone*, *eat – ate – eaten*.

e) Transitive and Intransitive Verbs

A transitive verb requires the presence of an object to convey a complete and coherent meaning, for example "She *eats* an apple" or "My mother *gave* me a gift." In contrast intransitive verb does not, as it already expresses a complete idea and is always used in the active form, for example "He *sleeps* peacefully" or "She *runs* every morning."

f) Auxiliary verbs are used with the main verb to form certain tenses, voices, or moods, such as "*be*" and "*have*."

3) Adjective is the part of speech that is usually defined as characteristic of something or somebody. Usually, adjective is used to describe the quality, size, colour, shape, or state of the noun (noun) that it follows, thus clarifying and enriching the meaning in the sentence. Adjectives can be classified into seven distinct types, which include the following:

a) Descriptive adjectives specify the features or qualities of a noun, like *smart, short, strong*.

b) Quantitative adjectives denote the amount of a noun. For instance: *any, some, whole, all, little*.

c) Demonstrative adjectives are used to specify particular persons or objects being referred to. Like: *such, those*.

d) Possessive adjectives express a sense of ownership or belonging. Example: *my, your, his, her, our, and their.*

e) Interrogative adjectives are applied when forming questions. For instance: *which, what, whose*.

f) Indefinite adjectives refer to unspecified items or quantities. Example: *any, each, few, several, many*.

g) Comparative and superlative adjectives serve to compare two or more nouns. Example: *bigger, smaller, fastest, most talented*.

4) Adverb is grammatical category that functions to modify or provide additional information about a verb, and adjective, another adverb, or even a whole sentence. Adverb often describe how, when, where, how often, or what extent something happens. Kinds of adverbs:

a) Adverb of manner (how something happens): *beautifully, quickly*.

b) Adverb of time (when something happens): *yesterday, later*.

c) Adverb of place (where something happens): *outside, here*.

d) Adverb of frequency (how often something happens): *always, rarely*.

e) Adverb of degree (to what extent): *really, too*.

Mastery of these parts of speech helps students better understand sentence structure and word functions.

c. Story-Based Approach in Vocabulary Teaching

The story-based approach in lexical instruction refers to a teaching method that utilizes stories as the primary medium to engage learners and support the development of language skills. This strategy is rooted in the principle that stories are a natural form of communication that appeals to all age groups, especially children and adolescents, because they involve emotions, context, and meaning. According to Utkerovna, in contrast to prioritizing only grammatical rules and vocabulary acquisition through rote learning, this approach fosters greater student interest and facilitates a more practical understanding and application of language in authentic contexts.[23]

This approach is highly relevant in vocabulary teaching for junior high school students, who are generally at the stage of concrete operational cognitive development moving toward formal operational development. At this stage, students find it easier to understand and remember information when it is presented in an engaging and contextual manner. Stories provide students with opportunity to experience language, rather than simply memorizing it. This aligns with the perspectives of Ellis and Brewster, who state that stories can enhance students' motivation, emotional engagement, and semantic understanding of new vocabulary.[24]

---

[23] Berdiyeva Sitora Utkerovna, "A Story-Based Approach in Teaching Foreign Language," *International Scientific Journal Modern Science and Research* 2, no. 11 (2023): 262–66, https://doi.org/10.5281/zenodo.10087523.

[24] Gail Ellis and Jean Brewster, *Tell It Again! The Storytelling Handbook for Primary English Language Teachers*, 3rd ed. (Oxford: Oxford University Press, 2022).

The story-based approach for teaching vocabulary can use various types of texts as the main element in delivering language instruction. To apply this approach effectively, the first step is to choose stories that are suitable for the students' age, as there are more likely to get their interest and relevant to them. The stories may include traditional folktales, modern literature, or even teacher-created original narratives. The subsequent stage involves pre-teaching key vocabulary, which serves to enhance students' comprehension of the narrative while minimizing their dependence on direct translation. This is followed by reading the story aloud or engaging in a guided discussion, with particular attention to accurate pronunciation and appropriate intonation. Afterward, the lesson proceeds with language-focused activities derived from the story, such as targeted vocabulary exercises and contextual practice.

Within the scope of junior high school level, the story-based approach has several key advantages:[25]

1) Contextualization of Vocabulary

Junior high school learners frequently struggle to grasp the meaning of words when presented in isolation or in abstract terms. By utilizing stories, vocabulary is presented within complete sentences and authentic contexts, which aids students in better understanding both the meaning and practical usage of words.

2) Increasing Interest and Motivation

[25] Gaudensiana Bete Bria, Edmundus Bouk, and Yanuarius Seran, "Improving Students' Vocabulary by Using Short Story," *International Journal of English Education and Linguistics* 5, no. 2 (December 2023): 174.

Emotionally engaging stories align well with middle school students' interests, thereby increasing their active participation in the learning process.

3) Developing Critical Thinking and Creative Skills

Through activities such as analyzing the plot, predicting the ending, or writing a continuation of the story, students can develop higher cognitive abilities while strengthening their vocabulary mastery.

4) Differentiated Approach

Stories can be tailored to students' ability levels. For example, students with lower comprehension levels can be given picture books or animations, while more advanced students can be given more complex story.

In this research, the story-based approach is implemented using comic story and descriptive text about animal native to Indonesia and beyond, such as bekantan (proboscis monkey), orangutan, gorilla, and cendrawasih (bird of paradise). These topics are chosen not only because they are relevant to the English curriculum and cultural knowledge in Indonesia, but also because they are engaging for students. The stories offer a narrative context where vocabulary related to nature, animal characteristics, behaviour, and environment is introduced. Through these stories, students can encounter nouns, verbs, and adjectives in meaningful contexts, which helps them understand how the words are used and what they mean.

For example, in a story about the orangutan, students may come across vocabulary like "*swing,*" "*strong arms*," "*jungle,*" and "*climb.*" These words become easier to understand and remember because they are linked to a situational context. Furthermore, this approach fosters an emotional connection between

students and the material, thereby enhancing its relatability and making the learning experience more memorable.[26]

d. Teaching Vocabulary in the EFL Context

In English as a Foreign Language (EFL) education, vocabulary teaching is often accompanied by a wide complex pedagogical challenge that educators must confront to facilitate effective language acquisition. Elmahdi and Hezam observed that students frequently encounter difficulties in retaining new vocabulary, particularly within traditional, teacher-centered pedagogical frameworks that may lack engagement and dynamism.[27] Furthermore, Anggara emphasized a notable deficiency in motivation among junior high school students, which significantly hampers their efforts to master vocabulary.[28]

To address these challenges, educational practitioners advocate for the implementation of interactive and contextualized instructional strategies. Techniques such as visual aids, storytelling, gamification, and the integration of digital tools have been proven to significantly strengthen both word acquisition and retention.[29] These instructional methods contribute to a more dynamic and inclusive

---

[26] Sivakorn Malakul and Cheeraporn Sangkawetai, "Enhancing Digital Competence through Story-Based Learning: A Massive Open Online Course (MOOC) Approach," *Journal of Research in Innovative Teaching & Learning,* (2024), https://doi.org/10.1108/JRIT-04-2024-0091.

[27] Omer Elsheikh Hago Elmahdi and Abdulrahman Mokbel Mahyoub Hezam, "Challenges for Methods of Teaching English Vocabulary to Non-native Students," *Social Sciences Research Journal* 7, no. 5 (2020): 557, https://doi.org/10.14738/assrj.75.8263.

[28] Septian Dwi Anggara, "Improving Vocabulary Mastery of Junior High School Students by Watching Digital Storytelling," *Jurnal Ilmu Bahasa dan Sastra* 17, no. 1 (April 2023): 110, https://doi.org/10.21107/prosodi.v17i1.14675.

[29] Asiya Tabassum and Asma Naveed, "Interactive Strategies for Enriching English as a Foreign Language (EFL) Vocabulary: A Comprehensive Exploration," *Journal of Applied Linguistics and Language Research* 11, no. 1 (2024): 5.

learning environment, accommodating diverse learning styles and facilitating a more profound comprehension of vocabulary.

In the contemporary educational landscape, particularly within 21st-century classrooms, the incorporation of digital tools has become increasingly vital. Digital tools encompass a range of online platforms, applications, and technologies designed to support and enrich the teaching-learning activities. These resources facilitate the creation of interactive, student-centered learning environments, which are particularly beneficial for vocabulary acquisition.

Robin and Aziz assert that the utilization of social media, educational applications, and interactive websites facilitates more active students' engagement in vocabulary learning.[30] These digital resources provide multimedia-rich content, instant feedback, and support for independent learning, all of which lead to a more enriched and effective learning environment. Additionally, digital tools enable differentiated instruction, allowing educators to modify their pedagogical approaches according to the varied needs and learning preferences of students.

Within the framework of this research, the application of Liveworksheet serves as a prime example of a digital tool that enhances vocabulary learning through its interactive features, including drag-and-drop activities, matching exercises, and instant correction mechanisms. This research operationally defines digital tools as technology-based platforms employed by the researcher to present vocabulary learning media through interactive tasks. The primary objective of this

[30] Samantha Jata Robin and Azlina Aziz, "The Use of Digital Tools to Improve Vocabulary Acquisition," *International Journal of Academic Research in Business and Social Sciences* 12, no. 1 (2022): 2475, http://dx.doi.org/10.6007/IJARBSS/v12-i1/12198.

research is to evaluate the efficiency of such media, specifically Liveworksheet, in improving students' mastery of vocabulary, thereby contributing to the broader discourse on innovative pedagogical practices in EFL education.

e. Technology in Teaching Vocabulary

Vocabulary serves as a core component of English language proficiency, as the capacity to comprehend and appropriately employ vocabulary determines students' success in other language skills. In today's era of digital technology, the integration of technology into the learning process has become an effective approach to improving students' vocabulary proficiency in a more interactive, efficient, and contextual manner.

According to Nation, good vocabulary mastery requires sufficient exposure, meaningful practice, and the use of words in a variety of context.[31] Educational technology, such as web-based applications, interactive multimedia, and digital learning platforms, offers a learning environment that enables this process to be occurred in a more engaging and flexible manner. One emerging technology that is relevant to students' needs in the digital age is Liveworksheet, a web-based platform that allows teachers to transform conventional worksheets into interactive digital formats.

Recent research shows that Integrating web-based technology into vocabulary instruction can significantly boost students' motivation, strengthen

[31] I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. (Cambridge: Cambridge University Press, 2013), 11.

vocabulary retention, and encourage active engagement in the learning process.[32] The interactivity and instant feedback provided by technologies such as Liveworksheet help students' comprehension of word meanings visually and contextually, and improve their ability to use them actively. As stated by Alqahtani, technology provides flexibility in terms of time and place for learning, allowing students to study independently outside of class hours.[33] This holds particular significance of vocabulary learning, which requires repetition and continuous practice in order to be mastered optimally.

2. Liveworksheet Website as Digital Learning Media

a. Concept of LiveWorksheet Website

Liveworksheet is an interactive platform that transforms traditional worksheets into online exercises with auto-correction features.[34] These interactive worksheets are created by converting PDF files or images (.jpg or .png) into engaging digital materials then presented to students online. According to Rusdan and Mulya, liveworksheet is appropriate for educational use as it features automatic error correction and have interactive online exercises.[35] Liveworksheet allow

---

[32] Tao Hao, Zhe Wang, and Yuliya Ardasheva, "Technology-Assisted Vocabulary Learning for EFL Learners: A Meta-Analysis," *Journal of Research on Educational Effectiveness* 14, no. 3 (2021): 665.

[33] Mofareh Alqahtani, "The Effect of Digital Learning Tools on English Vocabulary Acquisition: A Review of Recent Studies," *International Journal of Emerging Technologies in Learning (iJET)* 16, no. 1 (2021): 35.

[34] Van Huynh, Ha Le, and Denchai Prabjandee, "A Review of the Website Liveworksheets.Com," Computer Assisted Language Learning Electronic Journal (CALL-EJ) vol. 24 (2023): 270.

[35] Muhammad Rusdan and Djem Bangun Mulya, "The Effect of Using Live Worksheet-Based Electronic Worksheets to Measure Cognitive Learning Outcomes," *Edunesia: Jurnal Ilmiah Pendidikan* 4, no. 3 (June 1, 2023): 983–98, https://doi.org/10.51276/edu.v4i3.481.

teachers to add elements such as interactive task, audio, hyperlinks, or video from YouTube to their worksheets, extending digital learning experiences.

To create first worksheet, log in as a teacher. Next, open the My Worksheets page and click Add Worksheet. To create a worksheet, click the Add Media button and select the file to search for JPG, JPEG, and PDF files. Then edit the file by adding elements to the worksheet by clicking Elements in the left column. After selecting an Element, it will appear on the worksheet and can be dragged to its position by clicking on it and moving it to the desired position. Then, the teacher shares the liveworksheet link with the students. Students can directly access the link and complete the worksheet. After the students finish, they click Finish, and there are two options: Check My Answer and Email My Answer to My Teacher. The teacher can view the results of the worksheet on the liveworksheet in the review menu. Link for access to Liveworksheet: https://www.liveworksheet.com/

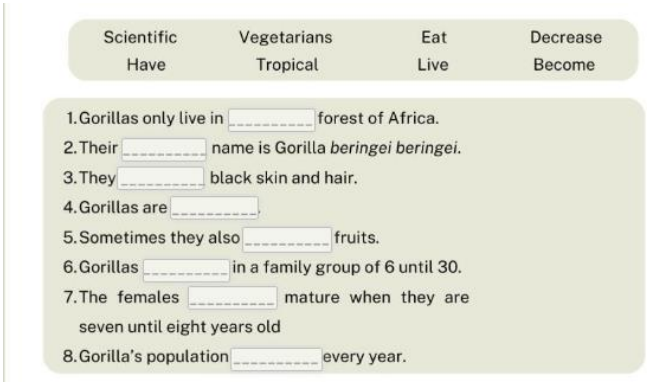
b. Kinds LiveWorksheet

Picture 2. 1 Cover of Liveworksheet

Liveworksheet features are varied, such as:

1) Textfield/Fill in the Blank

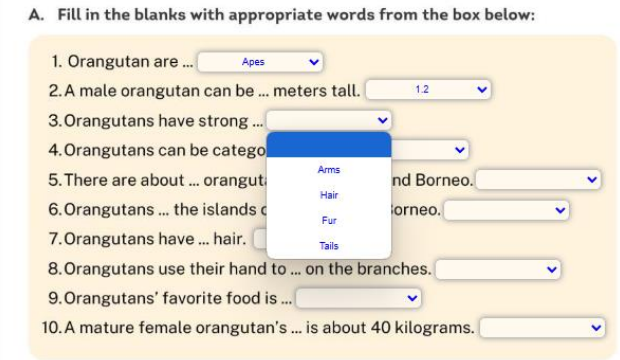
A feature that allows students to type their answer directly into the provided field. This feature is ideal for short answer, such as completing sentences or answering open-ended questions with a single word or phrase.



Picture 2. 2 Example of Textfield Feature

2) Single Choice

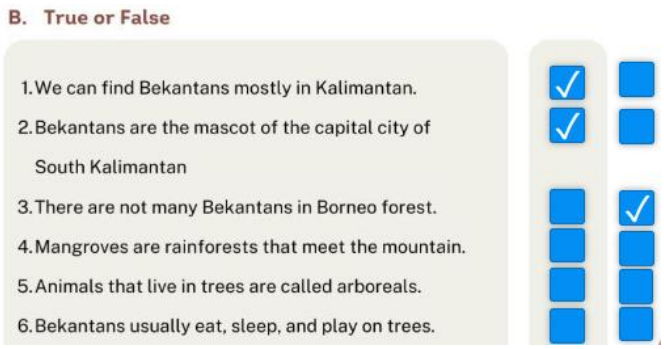
Form of questions that presents several answer options, with only one correct answer. Some questions are choose which part of speech is right for the underlined word and some choose the right word to complete the question sentence. Students can only choose one option from several available choices



Picture 2. 3 Example of Single Choice Feature

3) Checkboxes

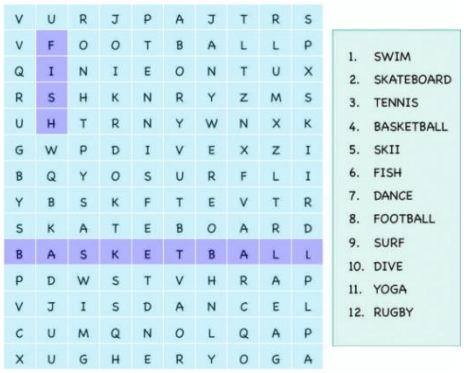
Checkboxes are type of questions that presents a list of options where students can select more than one correct answer. Unlike multiple choice questions, which usually have only one correct answer. This type of question allows for multiple correct answers. This feature is often used for Yes/No, True/False, or Multiple Response, depending on the question instructions. For example, in a True or False question, students can mark whether a particular statement is true or false.



Picture 2. 4 Example of Checkboxes Feature

4) Word Search

This feature provides word search puzzles in letter boxes. Students are asked to find and mark hidden words according to the given list, there by practicing vocabulary recognition.



Picture 2. 5 Example of Word Search Feature

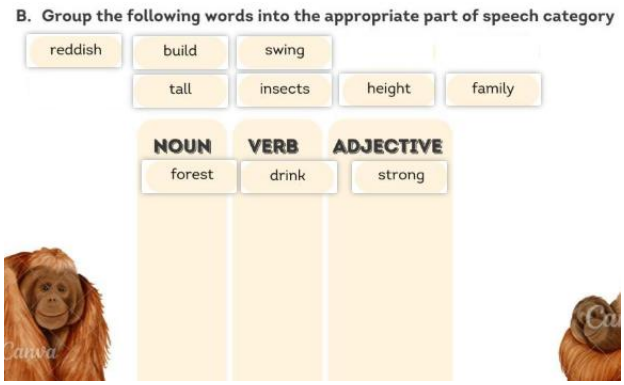
5) Speak

A feature that allows students to record their voices to answer the questions provided. Teachers can listen to the recordings to assess pronunciation, speaking skills, or other verbal answer. Speak feature offers students with the chance to actively exercise their language production skills.

Picture 2. 6 Example of Speak Feature

6) Drag and Drop

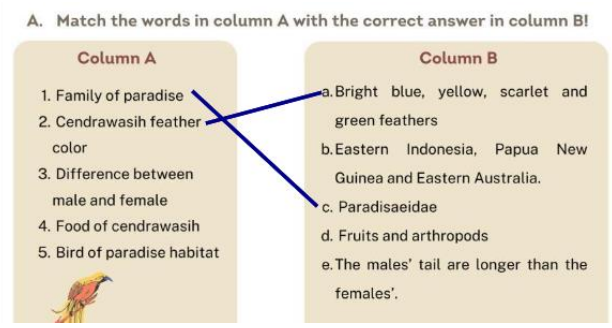
An interactive form that allows students to drag and drop elements, such as words, phrases, or pictures, to the appropriate places. An example question is Students are asked to classify vocabulary related to Indonesian animals into noun, verb, and adjective categories.



Picture 2. 7 Example of Drag and Drop Feature

7) Join

The Join feature requires students to connect two matching elements, such as word with its definition, a picture with its term, or a sentence with its translation. Students draw lines from one side to the other. Students are given some vocabulary words and their meanings, then asked to match the words with their translation by connecting each word with the corresponding meaning using a line.



Picture 2. 8 Example of Join Feature

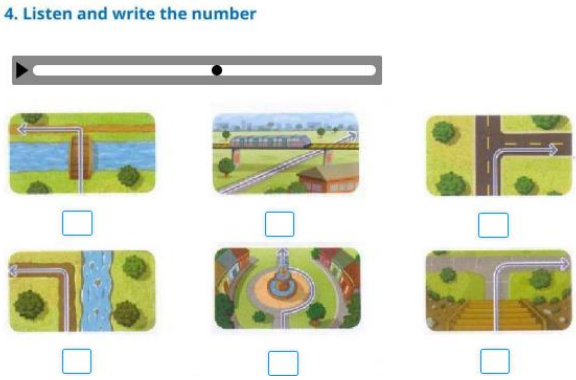
8) Play MP3

The Play MP3 feature inserts audio files that students can play. It is commonly used in listening questions, where students listen to recordings and answer questions based on their content. Unlike Listening questions, this feature only inserts audio files so that students can play them, without being directly linked to questions or teachers creating their own questions.

Picture 2. 9 Example of Play MP3 Feature

9) Listening

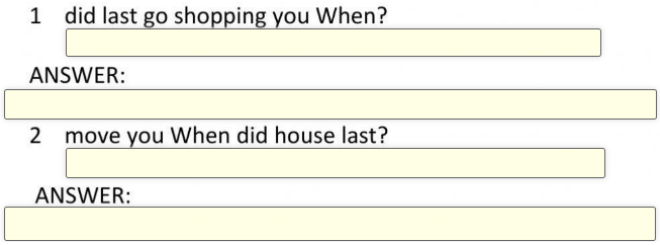
Listening exercises are audio-based questions in which students must listen to voice recordings or conversations and then answer questions based on the audio. This type of question aims to train students' listening skills, especially in recognizing vocabulary, phrases, and sentences in the appropriate context. It is usually integrated with MP3 or speak.



Picture 2. 10 Example of Listening Exercises

10) Open Answer

A feature for longer open-ended answers, such as paragraphs or essays. Unlike regular text fields, these answers cannot be checked automatically and need to be graded manually by the teacher.



Picture 2. 11 Example of Open Answer Feature

11) Simple Text

Used to display plain text without interactive functions, for example to provide instructions or additional information before the question begins.

12) Link

A feature that allows teachers to insert external links to other sources, such as articles, videos, or educational websites, which students can access to supplement the material.

Picture 2. 12 Example of Link Feature

13) YouTube Player

Allows teachers to embed videos from YouTube directly into worksheets. This feature is useful for questions related to video content or as a learning support medium.

Picture 2. 13 Example of YouTube Player Feature

c. Strengths and Weaknesses of Liveworksheet

As for the strengths in the use of Liveworksheet as follows:[36]

1) Accessibility

Liveworksheet has the advantage of accessibility for teachers. The platform can be used without the need for coding or programming skills. Teachers can

[36] Van Huynh, Ha Le, and Denchai Prabjandee, "A Review of the Website Liveworksheets.Com," 275.

quickly design lesson plans using around 13 basic code statements. In addition, teachers can use resources from other teachers that have been shared by other teachers on the platform.

2) Easy to Access

Liveworksheet are easily accessible to students through just a link. They do not need to log in to the system to complete the tasks assigned by the teacher. After completing the exercise, students will immediately get automatic feedback. This auto-correct feature really helps students find out their mistakes and shortcomings quickly.

3) Variety of Assignments

Liveworksheet provides various types of exercises that support language skills including reading, writing, listening, and speaking, as well as language aspects such as vocabulary, pronunciation, and grammar. Tasks can be multiple choice, fill-in, matching and multimedia activities. These diverse features also allow teachers to create educational games to make learning more fun.

4) Environmentally Friendly

The use of liveworksheet makes a positive contribution to the environment as it reduces the use of paper. This supports the principle of environmentally friendly digital learning. With less paper wasted, students and teachers participate in preserving the environment. Thus, this platform is a practical solution while at the same time caring for global environmental issues.

Overall, liveworksheet presents several strengths that make it a valuable tool for modern education, supporting both effective teaching strategies and environmental responsibility.

While for the weaknesses in the use of liveworksheet as follows:[37]

1) Designing Questions Outside the Website

One of the weaknesses of using Liveworksheet as a learning media is that the process of creating questions takes a long time. This is because liveworksheet does not provide a feature for designing questions directly on the platform. Therefore, teachers or question creators must first design the questions using other applications, such as Microsoft Word or Canva. Once the design is complete, the file is then uploaded to liveworksheet to be edited into an interactive worksheet. This process naturally requires additional skills and a longer time allocation compared to conventional question creation.

2) Audio and Video Restrictions

Liveworksheet limits the size of audio files that can be uploaded to 5 MB, which may affect the quality of speaking exercises. To get optimal sound recording results, the use of headphones with a microphone is highly recommended. Also, videos can only be uploaded from YouTube, so users must first upload the video to the platform before they can be embedding the link into liveworksheet.

[37] Van Huynh, Ha Le, and Denchai Prabjandee, "A Review of the Website Liveworksheets.Com," 277.

3) Limitations of Free Worksheets and Workbooks

A free account on liveworksheet limits the creation of worksheets to 30 units if used for personal use only. However, if the worksheets are shared with the teaching community, this limitation can be overcome. Free accounts also limit the creation of up to 10 interactive workbooks, each consisting of 120 pages, and enrolment for a maximum of 100 students. To create more worksheets or workbooks and accommodate more students, users must opt for a premium subscription.

4) Lack of Editing

One of the main issues is the saving process when creating exercises. Sometimes, the platform experiences glitches where the edited work cannot be saved properly. To anticipate this, people often need to save their work every 1-3 edits to avoid the risk of losing all progress and having to start over from the beginning.

5) Unstable Network for Some Skills

In addition, the use of liveworksheet for speaking and pronunciation still faces challenges, especially related to internet connectivity. Unstable network conditions in certain areas can disrupt the input process for speaking and pronunciation tasks. As a result, students often have to repeat the recording or input process several times before it is successfully uploaded. This technical limitation makes the use of liveworksheet for speaking activities less optimal in areas with poor internet access.

C. Conceptual Framework

This framework illustrates the research flow of applying Liveworksheet as an interactive digital tool to enhance students' vocabulary acquisition through structured pre-test, treatment, and post-test stages.

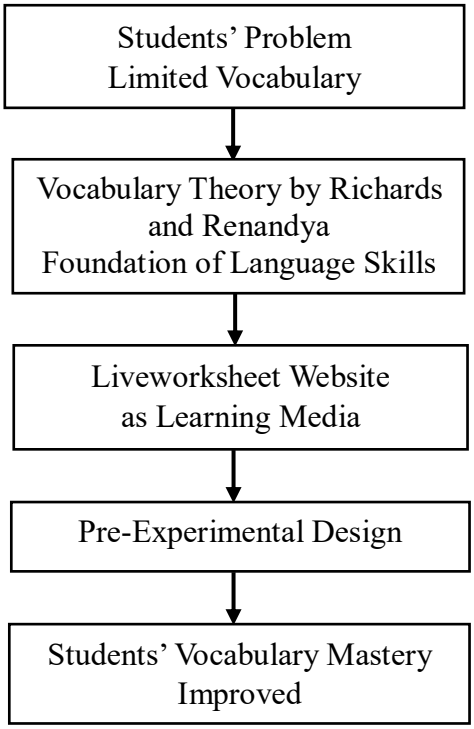


Figure 2. 1 Conceptual Framework

Prior to conducting the research, preliminary observations were carried out at SMPN 7 Palopo, specifically in the ninth grade English classroom, to assess the students' existing vocabulary proficiency. In the initial phase, a pre-test was administered to evaluate their baseline vocabulary mastery. Following this, the students received an instructional intervention utilizing the Liveworksheet website as the primary learning medium. This platform was selected due to its diverse range if interactive exercises, which are anticipated to enhance student engagement in acquiring vocabulary. Upon completion of the treatment, a post-test was

administered to measure the student' vocabulary improvement and to determine whether there was a statistically significant increase in their performance compared to the pre-test results.

D. Research Hypothesis

There are some hypotheses formulated in this research as follows:

H_a: The use of the Liveworksheet website is effective in improving students' vocabulary mastery at SMPN 7 Palopo.

H_0: The use of the Liveworksheet website is not effective in improving students' vocabulary mastery at SMPN 7 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the pre-experimental design was chosen to examine the effect of using Liveworksheet in vocabulary mastery without a control group, focusing on observable score improvement from pre-test to post-test. This design was selected due to practical limitations, such as institutional constraints and time restrictions. While the pre-experimental approach allows researchers to observe potential effects by evaluating students' results before and after the treatment, it lacks the rigor of quasi-experimental or true experimental designs, particularly in controlling extraneous variables. The procedure involved administering a pre-test to evaluate vocabulary proficiency, delivering the treatment through interactive digital exercises, and concluding with a post-test to evaluate any observable gains. Despite its limitations, this design served as a preliminary step to explore the impact of technology-intergrated instruction in a real classroom setting. The illustration of one group's pre-test and post-test design is shown below.

Table 3. 1 The Design of One-Group Pre-Test and Post-Test

Pre-Test	**Treatment**	**Post-Test**
X_1	O	X_2

Notes:

X_1 = Pre-Test

O = Treatment

X_2 = Post-Test[38]

B. Research Time and Location

The research was conducted from November-December 2024 at SMPN 7 Palopo, located on Andi Pangeran Street No. 6, Luminda, Palopo city, South Sulawesi. It followed the school calendar, schedule, and timetable for the English class.

C. Research Variable

The research involved two variables consist of:

1. The Independent variable of this research is Liveworksheet website. The platform is utilized as a medium for delivering vocabulary learning exercises to students.
2. The dependent variable of this research is students' vocabulary mastery. Vocabulary mastery refers to students' ability to recognize, understand, and use nouns, verbs, and adjectives correctly in context.

D. Population and Sample

1. Population

In research, the population denotes the complete set of individuals or elements that serve as the subject of investigation. For the purpose of this research, the population comprised all ninth-grade students enrolled at SMPN 7 Palopo. These students were distributed across three classes: IX A, IX B, and IX C, amounting to a total of 60 participants.

---

[38] Sugiyono Siyoto, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D,* 1 Edition, (Bandung: Alfabeta, CV., 2012).

2. Sample

A purposive sampling technique was employed to determine the participants involved in the research. The selected sample comprised 23 students from class IX.B who were chosen based on teacher recommendation due to their low vocabulary proficiency, as observed during pre-research classroom observations. This technique allowed the researcher to obtain data that is more aligned with the research's objectives and ensured greater relevance to the research focus.

E. Instrument of the Research

The primary research instrument employed in this research was a test. To evaluate students' vocabulary progress before and after the instructional intervention, the researcher administered a vocabulary-based assessment. This test was divided into two sections: a pre-test aimed at measuring students' initial vocabulary proficiency, and a post-test designed to evaluate their improvement following the implementation of learning activities through the Liveworksheet website.

The vocabulary test focused on three main parts of speech: nouns, verbs, and adjectives, presented in multiple-choice and fill-in-the-blank questions. The test covered vocabulary drawn from story-based texts about animals that were used during treatment. The instrument was self-constructed by the researcher, adapting several questions from the student textbook used in the school.

F. Procedure of Collecting Data

The data collection procedure in this research is described as follows:

1. Pre-test

The pre-test was administered to evaluate the students' existing level of vocabulary proficiency prior to treatment. Conducted during the initial meeting, this test served as a baseline for determining their vocabulary mastery. The implementation of the pre-test took place before the students received any treatment or exposure to the learning material. The researcher provided topics about animal (*bekantan, orangutan, gorilla* and *cendrawasih*) that students have been studied. The researcher explained directions to answer the question. After the students respond to the question, they are collected by the researcher. The test consisted of 20 multiple choice questions.

2. Treatment

The treatment was conducted over the course of four sessions, with each session lasting 60 minutes, resulting in a total duration of 240 minutes. The procedures for implementing the treatment were outlined as follows:

First meeting:

a) Opening

1) The researcher began the session by greeting the students and engaging in a brief exchange to inquire about their well-being.

2) The researcher described the purpose of the learning activity, which were to learn vocabulary through a story about bekantan and classify the words into types (nouns, verbs, and adjectives).

3) The researcher did pre-story discussion and asked guiding questions the topic about bekantan.

b) Main Activity

1) The researcher began the lesson with an introduction to various word classes (noun, verb, and adjective).
2) The researcher distributed a vocabulary list as a reference for the students.
3) The researcher distributed the story about bekantan and read it together with the class.
4) The researcher discussed with students to identify nouns, verbs, and adjectives.
5) The researcher provided a Liveworksheet activity and explained to students the procedure of how to do the tasks single choice and true or false (checkboxes).
6) Students accessed and completed interactive exercises on the Liveworksheet platform.

c) Closing

1) The researcher discussed the results of the Liveworksheet exercises together with the students
2) Students were encouraged to try using some of the new vocabulary words in sentences.
3) The researcher closed the lesson by thanking the students for their participation.
4) As an introduction to the next meeting, the researcher provides information about topic for the next meeting.

Second meeting:

a. Topic: Orangutan

b. Similar steps were followed: opening, main activity with type of Liveworksheet tasks is single choice/multiple choice and drag and drop, and closing.

Third meeting:

a. Topic: Gorilla

b. Similar steps were followed: opening, main activity with type of Liveworksheet tasks is fill in the blank and drag and drop, and closing.

Fourth meeting:

a. Topic: Cendrawasih

b. Similar steps were followed: opening, main activity with type of Liveworksheet tasks is join (matching) and drag and drop, and closing.

3. Post-test

The post-test was administered after all treatment sessions had been completed. This assessment aimed to evaluate the extent of students' vocabulary improvement. Specifically, the purpose of the post-test was to determine whether the use of the Liveworksheet website in vocabulary instruction contributed to students' vocabulary mastery. The researcher gave topics about animal (*bekantan, orangutan, gorilla* and *cendrawasih*) that students had already studied. The test was given to students, and they were instructed to complete it. After that, their answers were then collected for analysis. The test consisted of 20 items, comprising both multiple-choice and fill-in-the-blank question types.

G. Research Technique of Data Analysis

To examine the students' vocabulary mastery, the researcher collected data through the following procedure:

1. Conducting an assessment of students' vocabulary mastery

Assessment plays a crucial role in measuring vocabulary mastery and should not be overlooked in the learning process. Through assessment, it becomes possible to determine the extent of students' comprehension of the material that has been delivered. In this research, a research instrument was utilized to evaluate students' vocabulary proficiency. Each correct response was awarded 5 points, while incorrect answers received a score of 0.

Table 3. 2 Assessment Criteria[39]

Category	Range	Assessment Criteria
Excellent	80-100	The students' get 16 until 20 correct answers
Good	51-79	The students' got 11 until 15 correct answers
Average	26-50	The students' got 6 until 10 correct answers
Poor	≤25	The students' got 1 until 5 correct answers

2. Test

To measure test results, the students' scores were calculated based on the number of correct answers out of a total of 20 questions. These raw scores were subsequently converted into a 0–100 scale using the following formula:

[39] Anthony J. Nitko and Susan M. Brookhart, *Educational Assessment of Students*, 6th ed. (Boston: Pearson, 2011).

$$\text{Score} = \frac{\text{student's correct answer}}{20}\ x\ 100$$

Based on the final score, students are categorized into four achievement levels: Excellent (80–100) for students who answered 16–20 questions correctly, Good (51–79) for 11–15 correct answers, Average (26–50) for 6–10 correct answers, and Poor (≤25) for 1–5 correct answers.

3. Calculating the vocabulary mastery test results

To analyze the data, the researcher utilized SPSS version 29 to compute both the percentage and mean scores of students' performance on the vocabulary tests, covering both the pre-test and post-test results.

H. Instrument Validity and Reliability

Before collecting data, the researcher validated the instruments used. Research can only be continued if the instrument is valid, so researchers must validate their instrument first. The validator who validated the instrument was one of the lecturers at UIN Palopo, Ermawati, S.Pd.I., M.Hum.

In terms of validity, the instrument was designed to reflect the vocabulary content aligned with the learning objectives and the materials taught during the treatment. The test items were reviewed to ensure that they measured what they were intended to measure namely, students' vocabulary mastery based on specific word classes. Regarding reliability, consistency was ensured through a structured scoring system, where each correct answer received a score of 5 and each incorrect answer a score of 0. The format and level of difficulty of both the pre-test and post-test were kept parallel to reduce bias and maintain reliability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the statistical analysis and tabulation of the collected data. It includes the students' pre-test and post-test scores, the categorization of these scores, as well as the calculation of mean scores and standard deviations for both assessments. Additionally, this section provides an in-depth analysis of students' performance based on the test results.

1. Analysis of Students' Test Scores

a. Pre-test

This section presents the results of students' vocabulary mastery as measured in the pre-test, which are displayed in the form of a table. The mean score, standard deviation, and the percentage distribution of students' scores were computed using SPSS version 29.

Table 4. 1 Students' Vocabulary Scores in the Pre-Test

No.	Respondents	Correct Answer	Score of Test	Category
1	R1	8	40	Average
2	R2	6	30	Average
3	R3	12	60	Good
4	R4	5	25	Poor
5	R5	9	45	Average
6	R6	10	50	Average
7	R7	8	40	Average
8	R8	5	25	Poor
9	R9	8	40	Average
10	R10	8	40	Average
11	R11	10	50	Average
12	R12	5	25	Poor
13	R13	11	55	Good
14	R14	6	30	Average
15	R15	6	30	Average

No.	Respondents	Correct Answer	Score of Test	Category
16	R16	8	40	Average
17	R17	6	30	Average
18	R18	5	25	Poor
19	R19	12	60	Good
20	R20	8	40	Average
21	R21	6	30	Average
22	R22	5	25	Poor
23	R23	12	60	Good
Total Mean Score		7,78	38,91	

According to the data shown in table 4.1, the highest vocabulary mastery score obtained by students was 60, whereas the lowest score recorded was 25. The pre-test mean score was calculated to be 38.91. These results indicate a wide variation in students' initial vocabulary knowledge prior to the implementation of the treatment, with score ranging from low to moderately high levels.

Within this section, the researcher depicts the average scores of students' vocabulary, which are systematically displayed in the table below:

Table 4. 2 The Frequency and Percentage of Students' Score in Pre-Test

No.	Category	Score	Frequency	Percentage
1	Excellent	80-100	0	0%
2	Good	55-75	4	17,39%
3	Average	30-50	14	60,87%
4	Poor	≤25	5	21,74%
Total			23	100%

As shown in Table 4.2, the students' pre-test results revealed that none of the students (0%) achieved an excellent score, four students (17,39%) fell into the good category, 14 students (60,87%) were classified as average and five students (21,74%) obtained scores categorized as poor. These findings indicate that the majority of students (60.87%) demonstrated weak vocabulary mastery.

b. Post-test

This section outlines the students' performance on the post-test. The results are summarized in Table 4.3, which also includes information regarding the level of completeness in the students' vocabulary mastery scores, as detailed below:

Table 4. 3 Students' Vocabulary Scores in the Post-Test

No.	Respondents	Correct Answer	Score of Test	Category
1	R1	17	85	Excellent
2	R2	15	75	Good
3	R3	18	90	Excellent
4	R4	10	50	Average
5	R5	13	65	Good
6	R6	18	90	Excellent
7	R7	15	75	Good
8	R8	10	50	Average
9	R9	17	85	Excellent
10	R10	15	75	Good
11	R11	15	75	Good
12	R12	10	50	Average
13	R13	18	90	Excellent
14	R14	12	60	Good
15	R15	13	65	Good
16	R16	16	80	Excellent
17	R17	14	70	Good
18	R18	14	70	Good
19	R19	14	70	Good
20	R20	16	80	Excellent
21	R21	15	75	Good
22	R22	14	70	Good
23	R23	17	85	Excellent
Total Mean Score		336	73,26	

Table 4.3 displays the post-test results indicate that the highest score reached by students was 90, while the lowest was 50. The mean score recorded was 73.26, which reflects a significant improvement in students' vocabulary mastery.

In addition, the researcher assessed the students' vocabulary mastery following the treatment using the Liveworksheet website. The results are presented in the form of a percentage table, as shown below:

Table 4. 4 The Frequency and Percentage of Students' Score in Post-Test

No.	Category	Score	Frequency	Percentage
1	Excellent	80-100	8	30,43%
2	Good	55-75	12	56,52%
3	Average	30-50	3	13,04%
4	Poor	≤25	0	0%
Total			23	100%

Table 4.4 indicates that the students' post-test scores revealed that 7 students (30.43%) achieved an excellent level, 13 students (56.52%) fell into the good category, and 3 students (13.04%) were classified as average. Notably, no students (0%) scored in the poor category. These results indicate that the majority of students (56.52%) demonstrated a strong command of vocabulary following the treatment.

2. Comparison Between Pre-test and Post-test

This section describes a comparison between the pre-test and post-test by displaying the total mean scores and standard deviations for each. The findings are summarized in the descriptive statistics table (Table 4.5) as follows:

Table 4. 5 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	38.91	23	11.883	2.477
	POST-TEST	73.04	23	12.045	2.511

As shown in table 4.5, a comparison of the mean scores reveals a significant difference between the pre-test (38.91) and post-test (73.04), with standard deviations of 11.883 and 12.045 respectively. This descriptive data suggests that

students' vocabulary mastery significantly improved after treatment. The increase of 34.13 points reflects a clear shift in performance across the sample of 23 students.

The results of the pre-test revealed that the average vocabulary mastery score of students was relatively low, with a mean score of 38.91. This finding suggests that most students had limited understanding of vocabulary, especially related to nouns, verbs, and adjectives. Several factors contributed to this outcome: students had minimal prior exposure to structured vocabulary instruction, lacked motivation due to monotonous learning methods, and rarely engaged with interactive or contextual materials in their English classes.

After receiving the treatment through the use of the Liveworksheet website integrated with story-based texts, students showed notable improvement. The post-test mean score increased to 73.04, reflecting a substantial gain in vocabulary mastery. The interactive nature of the Liveworksheet exercises, such as drag and drop, fill-in-the-blank, and matching, provided students with engaging and varied ways to learn vocabulary. Furthermore, the use of familiar and meaningful context (stories about animals) helped students understand and retain the words more effectively.

Beyond statistical significance, this result also holds pedagogical significance. The improvement suggested that students not only remembered more vocabulary but were also able to use it more confidently during class exercises. The engaging nature of the treatment increased students' participation and motivation, which are key indicators of successful language acquisition in a classroom setting. Furthermore, students became more autonomous in their learning process, showing

curiosity and initiative during vocabulary tasks, behaviours that are highly valuable for long-term language improvement.

In conclusion, it demonstrated that the integration of interactive digital tools like Liveworksheet, when paired with relevant and contextual materials, can create a more effective and student-centered learning environment.

Table 4. 6 The Paired Samples Correlations of Pre-Test and Post-Test

Paired Samples Correlations					
				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	PRE TEST & POST TEST	23	0.684	<,001	<,001

Table 4.6 paired sample correlation of pre-test and post-test presents the correlation of the students' ability before and after treatment is 0.684. This suggests that the use of Liveworksheet had a strong practical impact on students' vocabulary mastery not only statistically measurable, but also educationally substantial.

Table 4. 7 Cohen Correlation Table

Coefficient Interval	Correlation
0,00-0,199	Very weak
0,20-0,399	Weak
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very strong

Referring to Cohen's correlation table, a coefficient interval ranging from 0.000 to 0.199 is classified as very weak, while an interval of 0.20 to 0.399 is considered weak. A range of 0.40 to 0.599 falls into the medium category, whereas a coefficient between 0.60 and 0.799 is categorized as strong. Finally, a range from

0.80 to 1.000 is regarded as very strong. Therefore, a coefficient value of 0.684 falls within the strong correlation category.

Table 4. 8 The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	One-Sided p	Two-Sided p
Pair 1	PRE TEST-POST TEST	34.1304	9.5156	1.9841	30.01529	38.24558	17.201	22	<,001	<,001

From Table 4.8, the analysis shows that t_0 (t_{count}) is 17.201 with a degree of freedom (df) of 22. The critical value of t_t = 2,074, and since 17,201 > 2,074, this indicates a significant difference. Furthermore, the significant value (2-tailed) is p = 0.001, which is smaller than 0.005. Based on the result, the researcher concluded that t_0 (count) was higher than t_t (table), $t_0 > t_t$ and the value of sig. 2 tailed < alpha (0.001 < 0.005).

At the 0.05 significance level, the statistical calculation used (df) = N – 1, where N = 23, resulting in df = 22. With p = 0.001 < 0.05, it was determined that the alternative hypothesis, H_1 is accepted, while the H_0 is rejected. These results confirm that the use of liveworksheet website effectively developed students' vocabulary mastery.

B. Discussion

This research discusses improving students' vocabulary mastery using liveworksheet website at SMPN 7 Palopo. The result of this research revealed a

significant improvement in students' vocabulary mastery after using the liveworksheet website as a learning media. The students' mean score increased from 38.91 in the pre-test to 73.04 in the post-test. This substantial increase demonstrates that the use of liveworksheet contributed effectively to the improvement of students' vocabulary mastery. Although the results showed a significant development, further research using control groups is necessary to confirm the causal impact of the treatment.

According to the analysis of pre-test and post-test data from 23 students in class IX B at SMPN 7 Palopo, a notable improvement was observed in students' vocabulary mastery across all three word classes following the implementation of the treatment. In the noun category, the average score rose from 25 in the pre-test to 49.58 in the post-test. For verbs, the mean score increased from 20.83 to 40.83. Similarly, in the adjective category, the mean score improved from 28.75 in the pre-test to 49.58 in the post-test.

Meanwhile, the results of the paired samples t-test, the obtained p-value was $p < 0.001$, indicating that the probability of observing such a difference after the treatment is less than 0.1%. Since this value is far below the significance threshold of 0.05, the null hypothesis was rejected, and the alternative hypothesis was accepted. This indicates that vocabulary exercises provided was able to help students understand and identify nouns, verbs, and adjectives in English. In addition, the significant increases in scores in all three aspects also show the improvement of students' skills in recognizing and using vocabulary in context.

This finding is in line with Richards and Renandya, who emphasize that vocabulary is a crucial component of language proficiency and plays an essential role in the mastery of the four language skills.[40] As students acquired more vocabulary, they became more confident in understanding as reflected in their post-test performance. The effectiveness of Liveworksheet in this research supports their theory, as students showed noticeable gains across three specific word classes: nouns, verbs, and adjectives. Such development suggests that vocabulary learning is enhanced when supported by interactive, contextualized input and consistent practice—two features inherent in the Liveworksheet platform. These findings affirm that when vocabulary is taught through engaging digital media especially when paired with story-based approach, students are more likely to retain and apply new words meaningfully. The story-based materials in this research provided repeated exposure to target vocabulary within coherent and relatable contexts enabling better lexical acquisition.

The researcher selected vocabulary mastery as the focus of this research, recognizing it as a fundamental component in acquiring English language skills. Despite its importance, vocabulary improvement is often overlooked in learning English at the junior high school level. Often, students were only exposed to rote learning materials. This highlights the need for teacher innovation in expanding students' vocabulary. One effective strategy is the integration of engaging learning media, such as the Liveworksheet website. The researcher chose this platform due

[40] Jack C. Ricards, Willy A. Renandya, "*Methodology in Language Teaching*" (Cambridge: Cambridge University Press, 2022).

to its interactive and visually appealing design, which helps prevent student boredom and supports vocabulary enhancement in an enjoyable and motivating manner.

Prior to conducting the research, the researcher carried out preliminary observations. These observations revealed that most students still struggle with basic vocabulary, which hinders their overall English proficiency. Their limited vocabulary often leads to a lack of interest and enthusiasm during English lessons. Additionally, students' low motivation is partly attributed to the predominance of traditional teaching methods, such as teacher-centered and textbook-based learning. The limited digital literacy of teachers further contributes to the underutilization of technology in the learning activities. In consequence the researcher offered vocabulary mastery using liveworksheet website.

According to Rusdan and Mulya, liveworksheet are considered suitable for educational use due to their built-in feature that enables automatic error correction and have interactive online exercises.[41] With this, using liveworksheet website makes learning becomes very interesting. Liveworksheet can help develop students' vocabulary mastery as it provides interesting and varied interactive exercises. Through features like multiple choice, true or false, matching activities, drag-and-drop, or fill-in-the-blanks, students can learn vocabulary in a more interactive context than traditional methods. Liveworksheet also allows students to repeat

[41] Muhammad Rusdan and Djem Bangun Mulya, "The Effect of Using Live Worksheet-Based Electronic Worksheets to Measure Cognitive Learning Outcomes," *Edunesia: Jurnal Ilmiah Pendidikan* 4, no. 3 (June 1, 2023).

exercises as needed so they can correct mistakes and improve their understanding. In this way, the platform not only makes learning more fun but also more effective in helping students enrich their vocabulary.

Moreover, the implementation of the story-based approach in this research contributed to making vocabulary learning more engaging. This is consistent with Utkerovna who argued that using stories in language teaching allows students to acquire vocabulary in meaningful contexts, enhancing both retention and comprehension.[42] By using stories about Indonesian animals, students were exposed to target vocabulary in context, thereby enhancing their ability to comprehend and retain both the meaning and usage of the words.

This research is line with the results of several previous studies. The researcher identified significant outcomes in the research conducted by Khalid and Aziz which revealed that Liveworksheet enhanced the meaning and spelling of students' vocabulary, the students were also enthusiastic and willing to engage with the platform during English lessons, which increase their confidence and motivation.[43] The finding supports the research done by Sekar Ayu Larasati, who stated that students have a great interest in learning when using Liveworksheet and can apply the vocabulary that they learn to everyday life.[44]

---

[42] Berdiyeva Sitora Utkerovna, "A Story-Based Approach in Teaching Foreign Language," *International Scientific Journal Modern Science and Research* 2, no. 11 (2023).

[43] Nor Azah Sarip Khalid and Azlina Abdul Aziz, "Interactive Liveworksheets: Enhancing Vocabulary for Upper Primary ESL Learners," *International Journal of Academic Research in Business and Social Sciences* 12, no. 6 (June 20, 2022), https://doi.org/10.6007/ijarbss/v12-i6/13158.

[44] Sekar Ayu Larasati, "*Students' Interest in Learning English Vocabulary Using Live Worksheet Media During Online Class (At the Ninth Grade of SMP N 3 Colomadu)*" (Raiden Mas Said State Islamic University Surakarta, 2022).

Another research of Arnila Jayanti et al., shows a significant improvement in students' use of present and past tenses after using Liveworksheet, and students also responded positively to Liveworksheet as an interactive learning tool. Moreover, according to Hidayah and Asari, Liveworksheet platform is significantly improved students' listening skills based on pre-test and post-test comparisons and effectively supported students in developing their listening skills.[45] As shown in the data above, the finding suggests that the use of Liveworksheet brought a significant improvement in students' English language skills, including vocabulary acquisition, grammar comprehension and listening skills.

The excellency of this research lies in its innovative integration of digital learning media and contextual approaches to vocabulary teaching. First, the research utilizes Liveworksheet, an interactive platform that is highly relevant to the needs of 21st-century learning. This choice offers a practical solution to overcome students' boredom with traditional methods by providing engaging and accessible activities. Second, the research incorporates a story-based approach, making vocabulary learning more meaningful and memorable through the use of comic and descriptive texts. This contextualization allows students to encounter and retain new words naturally within narratives rather than through rote memorization. Practically, the findings of this research provide valuable implications for English teachers, offering them an effective alternative to enrich classroom practices. By adopting Liveworksheet combined with story-based materials, teachers can create

[45] Nurul Hidayah and Slamet Asari, "Investigating Students' Listening Skill Using Liveworksheet as an Outline Teaching Platform," J-SHMIC: Journal of English for Academic 9, no. 1 (February 2022): 51–59, https://journal.uir.ac.id/index.php/jshmic.

more interactive, motivating, and student-centered learning environments that enhance vocabulary mastery.

Despite showing positive results, several limitations must be acknowledged. Firstly, the research employed a pre-experimental design with only one group, without a control group for comparison, which limits the generalizability of the findings. Secondly, there is a possibility that students relied on guessing or copying answers, and since they were already familiar with the material, this may have increased the number of correct responses without fully reflecting genuine vocabulary mastery. Thirdly, the study did not require students to memorize or present the vocabulary explicitly, so the results mainly reflected their test performance rather than long-term retention. Lastly, the research only focused on three word classes: noun, verb, and adjective, while other aspects of vocabulary or language skills were not included, leaving room for further exploration in future research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the findings indicated that the Liveworksheet website effectively developed students' vocabulary mastery. This was demonstrated by the increase in students' mean score from 38.91 in the pre-test to 73.04 in the post-test. The obtained probability value ($p = 0.001$) was smaller than the established significance threshold of 0.05, signifying that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. These results confirm that using the Liveworksheet website was effective to develop students' vocabulary mastery.

This research adds to the expanding of literature on the use of digital learning tools in education, demonstrating that interactive platforms like Liveworksheet can enhance students' lexical competence in EFL classrooms. However, this conclusion must be viewed in light of certain limitations. The pre-experimental design without a control group restricts causal inferences, and the small sample size limits generalizability. Moreover, the research focused only on three word classes such as noun, verb, and adjective, leaving out other important vocabulary aspects. These limitations suggest the need for further research using more robust designs and broader linguistic targets.

B. Suggestion

Based on the findings of this research, the researcher proposes the following suggestions:

1. Teachers may use liveworksheet websites as a tool for teaching English, particularly for improving vocabulary mastery. Using interactive and contextual exercises can help students stay engaged and improve their vocabulary mastery. Teachers are encouraged to develop a bank of vocabulary-based worksheets on Liveworksheet, tailored to specific topics and in accordance with the Basic Competencies (KD) in the curriculum. This will not only ensure content relevance but also provide consistency and ease of access for repeated practice.
2. Students should take advantage of interactive platforms like Liveworksheet to independently review and practice vocabulary beyond classroom hours. By accessing worksheets outside of lesson time, students can reinforce their understanding at their own pace, which promotes self-directed learning habits. Therefore, students are encouraged to utilize interactive digital platforms to foster autonomous learning and contextual vocabulary acquisition.
3. Future researcher is suggested to employ a more robust research design with a control group to strengthen the validity and generalizability of the findings. Researchers should also develop more directed and logical measurements by setting explicit memorization or recall targets, so that vocabulary retention can be accurately assessed rather than relying solely on test performance. In addition, future research may expand the focus beyond nouns, verbs, and adjectives to include other aspects of vocabulary and language skills. Moreover, further researchers are advised to carefully

select vocabulary worksheets that are more suitable and interactive, as well as to incorporate a wider range of story-based materials that are relevant and engaging for students.

BIBLIOGRAPHY

Annisa, N., Syam, A. T., & Masruddin. (2022). *Teaching Vocabulary Through Round Robin Brainstorming Technique*. English Education Journal (EEJ), 13(1), 47–58. https://doi.org/10.24815/eej.v13i1.22320

Awalin, A. S. (2022). *The Use of Vocabulary Learning Strategy by Undergraduate Students*. Linguistic, English Education and Art (LEEA) Journal, 5(2), 216–223. https://doi.org/10.31539/leea.v5i2.3309

Bria, G. B., Bouk, E., & Seran, Y. (2023). *Improving Students' Vocabulary by Using Short Story*. International Journal of English Education and Linguistics, 5 (2), 174 –182.

Ellis, G., & Brewster, J. (2022). *Tell It Again! The Storytelling Handbook for Primary English Language Teachers* (3rd ed.). Oxford: Oxford University Press.

Elmahdi, O. E. H., & Hezam, A. M. M. (2020). *Challenges for Methods of Teaching English Vocabulary to Non-native Students*. Social Sciences Research Journal, 7 (5), 557–567.. https://doi.org/10.14738/assrj.75.8263.

Firio Armaditya, M., Rizki Amalyasari, M., & Jasuli. (2024). *Analysis on The Development of E-Students Worksheet (E-LKPD) by Using Liveworksheet in Writing Hortatory Exposition Text*. Journal of Applied Linguistics, 2(2), 40–45. https://doi.org/10.572349/verba.v2i1.363

Fitriyah, Putri, S. S., & Putra, O. P. (2023). *Teachers' Strategies in Teaching Vocabulary at SMP 27 Depok.* Jurnal Ilmiah Bina Bahasa, 16, 95–98.

Hao, T., Wang, Z., & Ardasheva, Y. (2021). *Technology-Assisted Vocabulary Learning for EFL Learners: A Meta-Analysis*. Journal of Research on Educational Effectiveness, *14(3), 665–691. https://doi.org/10.1080/19345747.2021.1891433*

Helma, & Jufriadi. (2020). *Improving Students` Vocabulary Mastery Through Observe and Remember Game at the Seventh Grade SMPN 2 Palopo.* FOSTER: Journal of English Language Teaching and Learning, *1(1), 29–30.*

Hidayah, N., & Asari, S. (2022). *Investigating Students' Listening Skill Using Liveworksheet as an Outline Teaching Platform*. J-SHMIC : Journal of English for Academic, 9(1), 51–59. https://journal.uir.ac.id/index.php/jshmic

Huynh, V., Le, H., & Prabjandee, D. (2023). *A Review of the Website Liveworksheets.com*. Computer Assisted Language Learning Electronic Journal CALL-EJ) (Vol. 24, Issue 1), 269-279.

Jayanti, A., Prabowo K. A., A. B., & Setyaningsih, W. (2023). *Enhancing Students' English Tenses Mastery by Using Liveworksheets (A Classroom Action Research at the Class X-1 of SMA N 9 Semarang in the Academic Year of 2023/2024)*. Seminar Nasional Pendidikan Profesi Guru, 634–642.

Kroeger, R.P. (2005). *Analyzing Grammar: An Introduction.* Cambridge University Press.

Larasati, S. A. (2022). *Students' Interest in Learning English Vocabulary Using Live Worksheet Media During Online Class (At the Ninth Grade of SMP N 3 Colomadu)*. Thesis, Raiden Mas Said State Islamic University Surakarta.

Malakul, S., & Sangkawetai, C. (2024). *Enhancing Digital Competence Through Story-Based Learning: A Massive Open Online Course (MOOC) Approach.* Journal of Research in Innovative Teaching and Learning. https://doi.org/10.1108/JRIT-04-2024-0091.

Nation, I. S. P. 2001. *Learning Vocabulary in Another Language.* Cambridge University Press.

Nitko, A. J., & Brookhart, S. M. (2011). *Educational Assessment of Students* (6th ed.). Pearson.

Panjaitan, E. E., Sibarani, E. J., & Saragih, E. (2021). *Vocabulary Teaching Strategies by EFL Teachers of Junior High School Level*. Jurnal Pendidikan LLDIKTI Wilayah 1 (JUDIK), *1*(02), 57–63. https://doi.org/10.54076/judik.v1i02.168

Richards, J. C., & Renandya, W. A. (2022). *Methodology in Language Teaching.* Cambridge University Press.

Robin, S. J., & Aziz, A. (2022). *The Use of Digital Tools to Improve Vocabulary Acquisition*. International Journal of Academic Research in Business and Social Sciences*, 12(1), 2475–2490.*

Rusdan, M., & Mulya, D. B. (2023). *The Effect of Using Live Worksheet-Based Electronic Worksheets to Measure Cognitive Learning Outcomes*. Edunesia: Jurnal Ilmiah Pendidikan, *4*(3), 983–998. https://doi.org/10.51276/edu.v4i3.481

Sarhang, R. Y., & Furwana, D. (2020). *Developing Students' Vocabulary by Using Magic Boxgame at SMPN 8 Palopo*. FOSTER Journal of English Language Teaching and Learning*, 1(2), 99–110.*

Sarip Khalid, N. A., & Abdul Aziz, A. (2022). *Interactive Liveworksheets: Enhancing Vocabulary for Upper Primary ESL Learners*. International Journal of Academic Research in Business and Social Sciences, *12*(6). https://doi.org/10.6007/ijarbss/v12-i6/13158

Siyoto, S. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Vol. 1). Alfabeta.

Sumanik, N. B., Siregar, L. F., Pasaribu, Y. P., & Buyang, Y. (2023). *Literature Study: Liveworksheet as a Science Learning Media Electronic Student Worksheet in The Merdeka Curriculum.* Technium Social Sciences Journal, 49(Special issue), 375. www.techniumscience.com

Suryanto, B. T., Imron, A. A., & Prasetyo, D. A. R. (2021). *The Correlation between Students' Vocabulary Mastery and Speaking Skill*. International Journal of English Education and Linguistics (IJoEEL), *3*(1), 10–19. https://doi.org/10.33650/ijoeel.v3i1.2042

Susanto, A. (2023). *The Teaching of Vocabulary: A Perspective*. Jurnal Kata, 1(2), 182–191.

Tabassum, A., & Naveed, A. (2024). *Interactive strategies for Enriching English as a Foreign Language (EFL) Vocabulary: A Comprehensive Exploration*. Journal of Applied Linguistics and Language Research, 11(1), 5–20.

Utkerovna, B. S. (2023). *A Story-Based Approach in Teaching Foreign Language*. International Scientific Journal Modern Science and Research, 2(11), 262–266. https://doi.org/10.5281/zenodo.10087523

Wahibah. (2016). *The Effectiveness of Using Pictured Story to Upgrade Students' Vocabulary*. IAIN Palopo.

Wahidin, R. S., & Jufriadi. (2023). *The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo.* Jurnal Sinestesia, 13(2), 1421–1430.

Yudiramanda, S. D., Suhandoko, F. S., & Sulhan, M. (2024). *Meta-Analysis: The Effect of Teaching Media Towards Students' English Vocabulary Mastery.* Journal of English Education, 158–170.

APPENDICES

APPENDIX 1:

RESEARCH PERMITS

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODALDAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptspplp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0999/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: **FAUZIA IKSAN**
Jenis Kelamin	: P
Alamat	: Jl. Hati Mulia, Belopa Kab. Luwu
Pekerjaan	: Pelajar
NIM	: 2002020041

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

Developing Students' Vocabulary Mastery By Using Liveworksheet Website at SMPN 7 Palopo

Lokasi Penelitian	: SMP Negeri 7 Palopo
Lamanya Penelitian	: 30 September 2024 s.d. 30 Desember 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan- ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 30 September 2024

Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo

SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instasi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)

PEMERINTAHAN KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 7 PALOPO
Alamat : Jl. Andi Pangeran No. 6 Kota Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 400.3.5/144/SMPN.7/VIII/2024

Yang bertanda tangan dibawah ini :

Nama	: WAGIRAN, S.Pd.,M.Eng.
NIP	: 19670219 199103 1 005
Jabatan	: Kepala Sekolah
Sekolah	: SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama	: FAUZIA IKSAN
NIM	: 2002020041
Program Studi	: Pendidikan Bahasa Inggris
Jenis Kelamin	: Perempuan
Semester	: IX (Sembilan)
Fakultas/ Jurusan	: Tarbiyah Dan Ilmu Keguruan

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo selama (15) Hari. Terhitung mulai tanggal 18 November – 10 Desember 2024 untuk memperoleh data dalam rangka penyusunan Karya Ilmiah (Skripsi) yang berjudul " ***DEVELOPING STUDENTS' VOCABULARY MASTERY BY USING LIVEWOEKSHEET WEBSITE AT SMPN 7 PALOPO*** "

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 10 Desember 2024
Kepala Sekolah,

PEMERINTAH KOTA PALOPO
SMP NEGERI 7 PALOPO

WAGIRAN, S.Pd.,M.Eng.
NIP. 19670219 199103 1 005

APPENDIX 2:
INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.I., M.Hum.

Jabatan/Pekerjaan : Dosen

Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa instrument penelitian dengan judul:

DEVELOPING STUDENTS' VOCABULARY MASTERY BY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO

dari mahasiswa:

Nama : Fauzia Iksan

Program Studi : Pendidikan Bahasa Inggris

NIM : 2002020041

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Bagus.

……

……

……

……

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 18 November 2024

~~Validator~~

Ermawati, S.Pd.I., M.Hum.

NIP. 199111172020122019

*coret yang tidak perlu

APPENDIX 3:

LESSON PLAN

LESSON PLAN

School	**:**	**SMPN 7 Palopo**
Subject	**:**	**English**
Class	**:**	**9th grade**
Main Aim	**:**	**Improving vocabulary**
Times	**:**	**1 x 60 minutes**
Meeting	**:**	**1st meeting**
Learning Objectives	**:**	**2. Students are able to identify new vocabulary from story about *Bekantan*.** **3. Students will be able to identify and classify words into part of speech (noun, verb, and adjective).**
Subject Material	**:**	**Story: *Bekantan (Proboscis Monkey)*** **Vocabulary focus: nouns, verbs, adjectives** **Digital activity platform: *Liveworksheet***
Basic Competence	**:**	**Identifying and understanding vocabulary**
Indicators	**:**	1. Students can identify nouns, verbs, and adjectives within a given text. 2. Students actively engage in interactive exercises related to vocabulary.
Learning Methods	**:**	1. **Story-based approach:** Vocabulary is introducing through the narrative of *Bekantan*. 2. **Digital task:** Interactive worksheet completion via *Liveworksheet*.

Learning Steps

STEP	PROCEDURE	TIME
Introduction	**Greetings and Objectives** - Greet students and set the lesson's goal - Introduce the theme:	**10 minutes**

	"*Today we will learn vocabulary through a story about the Bekantan and categorize them into nouns, verbs, and adjectives*." **Pre-story Discussion** - Show a picture of a *Bekantan* and ask guiding questions: • *Do you know this animal?* • *What do you know about it?*	
Main Activities	**Explain the material** Teacher explain about part of speech (noun, verb, and adjective) **Story reading** - Teacher distributed a vocabulary list as a reference for the students. - Provide students with a short story about *Bekantan*, displayed on the screen. - Teacher read the story about *Bekantan*. **Vocabulary Identification** - Discuss key vocabulary from the story (example, *swing, large, long*). - Write the words on the board and categorize them as nouns, verbs, or adjectives as a class. **Digital Task: Liveworksheet** Students complete an interactive exercise on liveworksheet based on the *Bekantan* story.	**40 minutes**
Closing	**Review and Reflection** - Discuss the answer from the liveworksheet task as a class. - Ask students to share using some of the new vocabulary. **End the Lesson** Thank students and remind them of the next meeting about *Orangutan*.	**10 minutes**

NEW VOCABULARY LIST

✦	Word	Meaning	Part of Speech
1	BEKANTAN	BEKANTAN	NOUN
2	REDDISH-BROWN	KEMERAHAN	ADJECTIVE
3	LONG	PANJANG	ADJECTIVE
4	BIG	BESAR	ADJECTIVE
5	WEIGHT	BERAT	NOUN
6	HEIGHT	TINGGI	NOUN
7	TAIL	EKOR	NOUN
8	LIVE	TINGGAL	VERB
9	MANGROVES	POHON/HUTAN BAKAU	NOUN
10	TREE	POHON	NOUN
11	EAT	MAKAN	VERB
12	SLEEP	TIDUR	VERB
13	PLAY	MAIN	VERB
14	MOVE	BERGERAK/PINDAH	VERB
15	LIMBS	ANGGOTA TUBUH (TANGAN/KAKI)	NOUN
16	CLIMB	MEMANJAT	VERB
17	HANG	BERGANTUNG	VERB
18	DISAPPEAR	MENGHILANG	VERB
19	SWIM	BERENANG	VERB
20	SWING	BERAYUN	VERB
21	LEAVES	DEDAUNAN	NOUN
22	FRUITS	BUAH-BUAHAN	NOUN
23	FLOWERS	BUNGA	NOUN
24	ENDANGERED	TERANCAM PUNAH	ADJECTIVE

LESSON PLAN

School	**:**	**SMPN 7 Palopo**
Subject	**:**	**English**
Class	**:**	**9th grade**
Main Aim	**:**	**Improving vocabulary**
Times	**:**	**1 x 60 minutes**
Meeting	**:**	**2nd meeting**
Learning Objectives	**:**	**1. Students are able to identify new vocabulary from story about *Orangutan*.** **2. Students will be able to identify and classify words into part of speech (noun, verb, and adjective).**
Subject Material	**:**	**Story: *Orangutan*** **Vocabulary focus: nouns, verbs, adjectives** **Digital activity platform: *Liveworksheet***
Basic Competence	**:**	**Identifying and understanding vocabulary**
Indicators	**:**	1. Students can identify nouns, verbs, and adjectives within a given text. 2. Students actively engage in interactive exercises related to vocabulary.
Learning Methods	**:**	**1. Story-based approach:** Vocabulary is introducing through the narrative of *Orangutan*. **2. Digital task:** Interactive worksheet completion via *Liveworksheet*.

Learning Steps

STEP	PROCEDURE	TIME
Introduction	**Greetings and Objectives** - Greet students and set the lesson's goal - Introduce the theme:	**10 minutes**

	"*Today we will learn vocabulary through a story about the Orangutan and categorize them into nouns, verbs, and adjectives*." **Pre-story Discussion** - Show a picture of an *Orangutan* and ask guiding questions: • *Do you know this animal?* • *What do you know about it?*	
Main Activities	**Explain the material** Teacher will start the lesson by repeating and reminding about the noun, verb, and adjective. **Story reading** - Teacher distributed a vocabulary list as a reference for the students. - Provide students with a short story about *Orangutan*, displayed on the screen. - Teacher read the story about *Orangutan*. **Vocabulary Identification** - Discuss key vocabulary from the story (example, *swing, large, long*). - Write the words on the board and categorize them as nouns, verbs, or adjectives as a class. **Digital Task: Liveworksheet** Students complete an interactive exercise on liveworksheet based on the *Orangutan* story.	**40 minutes**
Closing	**Review and Reflection** - Discuss the answer from the liveworksheet task as a class. - Ask students to share using some of the new vocabulary. **End the Lesson** Thank students and remind them of the next meeting about *Gorilla*.	**10 minutes**

NEW VOCABULARY LIST

✦	Word	Meaning	Part of Speech
1	ORANGUTAN	ORANGUTAN	NOUN
2	APES	KERA BESAR / PRIMATA	NOUN
3	FOREST	HUTAN	NOUN
4	LIVE	HIDUP / TINGGAL	VERB
5	BIG	BESAR	ADJECTIVE
6	MALE	JANTAN	NOUN
7	FEMALE	BETINA	NOUN
8	TALL	TINGGI	ADJECTIVE
9	SMALLER	LEBIH KECIL	ADJECTIVE
10	SHORTER	LEBIH PENDEK	ADJECTIVE
11	MATURE	DEWASA	ADJECTIVE
12	REDDISH BROWN	COKELAT KEMERAHAN	ADJECTIVE
13	STRONG	KUAT	ADJECTIVE
14	ARMS	LENGAN	NOUN
15	USE	MENGGUNAKAN	VERB
16	SWING	BERAYUN	VERB
17	BRANCHES	CABANG (POHON)	NOUN
18	FAMILY	KELUARGA	NOUN
19	BUILD	MEMBANGUN	VERB
20	NEST	SARANG	NOUN
21	INSECTS	SERANGGA	NOUN
22	HONEY	MADU	NOUN
23	THIRSTY	HAUS	ADJECTIVE
24	DRINK	MINUM	VERB

LESSON PLAN

School	**:**	**SMPN 7 Palopo**
Subject	**:**	**English**
Class	**:**	**9th grade**
Main Aim	**:**	**Improving vocabulary**
Times	**:**	**1 x 60 minutes**
Meeting	**:**	**3rd meeting**
Learning Objectives	**:**	**1. Students are able to identify new vocabulary from story about *Gorilla*.** **2. Students will be able to identify and classify words into part of speech (noun, verb, and adjective).**
Subject Material	**:**	**Story: *Gorilla*** **Vocabulary focus: nouns, verbs, adjectives** **Digital activity platform: *Liveworksheet***
Basic Competence	**:**	**Identifying and understanding vocabulary**
Indicators	**:**	1. Students can identify nouns, verbs, and adjectives within a given text. 2. Students actively engage in interactive exercises related to vocabulary.
Learning Methods	**:**	**1. Story-based approach:** Vocabulary is introducing through the narrative of *Gorilla*. **2. Digital task:** Interactive worksheet completion via *Liveworksheet*.

Learning Steps

STEP	PROCEDURE	TIME
Introduction	**Greetings and Objectives** - Greet students and set the lesson's goal - Introduce the theme:	**10 minutes**

	"*Today we will learn vocabulary through a story about the Gorilla and categorize them into nouns, verbs, and adjectives*." **Pre-story Discussion** - Show a picture of a *Gorilla* and ask guiding questions: • *Do you know this animal?* • *What do you know about it?*	
Main Activities	**Explain the material** Teacher will start the lesson by repeating and reminding about the noun, verb, and adjective. **Story reading** - Teacher distributed a vocabulary list as a reference for the students. - Provide students with a short story about *Gorilla*, displayed on the screen. - Teacher read the story about *Gorilla*. **Vocabulary Identification** - Discuss key vocabulary from the story (example, *swing, large, long*). - Write the words on the board and categorize them as nouns, verbs, or adjectives as a class. **Digital Task: Liveworksheet** Students complete an interactive exercise on liveworksheet based on the *Gorilla* story.	**40 minutes**
Closing	**Review and Reflection** - Discuss the answer from the liveworksheet task as a class. - Ask students to share using some of the new vocabulary. **End the Lesson** Thank students and remind them of the next meeting about *Cendrawasih*.	**10 minutes**

NEW VOCABULARY LIST

✦	Word	Meaning	Part of Speech
1	GORILLA	GORILA	NOUN
2	LARGE	BESAR	ADJECTIVE
3	BROAD	LEBAR	ADJECTIVE
4	SHOULDER	BAHY	NOUN
5	CHEST	DADA	NOUN
6	SMALL	KECIL	ADJECTIVE
7	EYE	MATA	NOUN
8	HAIRLESS	TANPA RAMBUT	ADJECTIVE
9	FACES	WAJAH	NOUN
10	BLACK	HITAM	ADJECTIVE
11	NOSTRILS	LUBANG HIDUNG	NOUN
12	BEHAVIORS	PERILAKU	NOUN
13	EMOTIONS	EMOSI	NOUN
14	LAUGH	TERTAWA	VERB
15	SADNESS	KESEDIHAN	NOUN
16	SHOW	MENUNJUKKAN	VERB
17	RAIN FOREST	HUTAN HUJAN	NOUN
18	VEGETARIAN	VEGETARIAN (PEMAKAN TUMBUHAN)	NOUN
19	SHOOTS	TUNAS	NOUN
20	LED	DIPIMPIN	VERB
21	SILVERBACK	GORILA JANTAN DOMINAN	NOUN
22	GIVE BIRTH	MELAHIRKAN	VERB
23	MATURE	DEWASA	ADJECTIVE
24	ENDANGERED	TERANCAM PUNAH	ADJECTIVE

LESSON PLAN

School	**:**	**SMPN 7 Palopo**
Subject	**:**	**English**
Class	**:**	**9th grade**
Main Aim	**:**	**Improving vocabulary**
Times	**:**	**1 x 60 minutes**
Meeting	**:**	**4th meeting**
Learning Objectives	**:**	**1. Students are able to identify new vocabulary from story about *Cendrawasih*.** **2. Students will be able to identify and classify words into part of speech (noun, verb, and adjective).**
Subject Material	**:**	**Story: *Cendrawasih* (Bird of Paradise)** **Vocabulary focus: nouns, verbs, adjectives** **Digital activity platform: *Liveworksheet***
Basic Competence	**:**	**Identifying and understanding vocabulary**
Indicators	**:**	1. Students can identify nouns, verbs, and adjectives within a given text. 2. Students actively engage in interactive exercises related to vocabulary.
Learning Methods	**:**	**1. Story-based approach:** Vocabulary is introducing through the narrative of *Cendrawasih*. **2. Digital task:** Interactive worksheet completion via *Liveworksheet*.

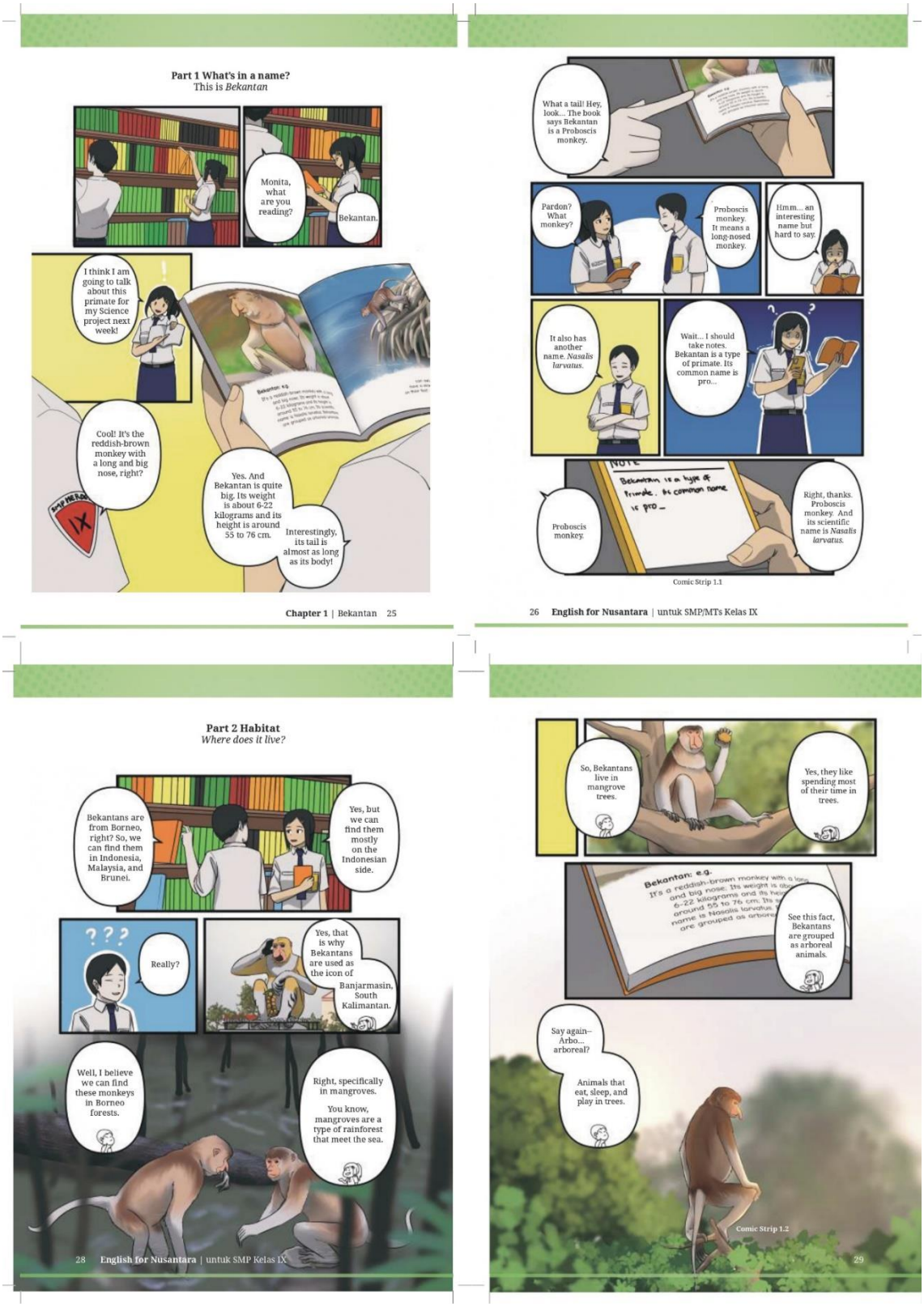
Learning Steps

STEP	PROCEDURE	TIME
Introduction	**Greetings and Objectives** - Greet students and set the lesson's goal - Introduce the theme:	**10 minutes**

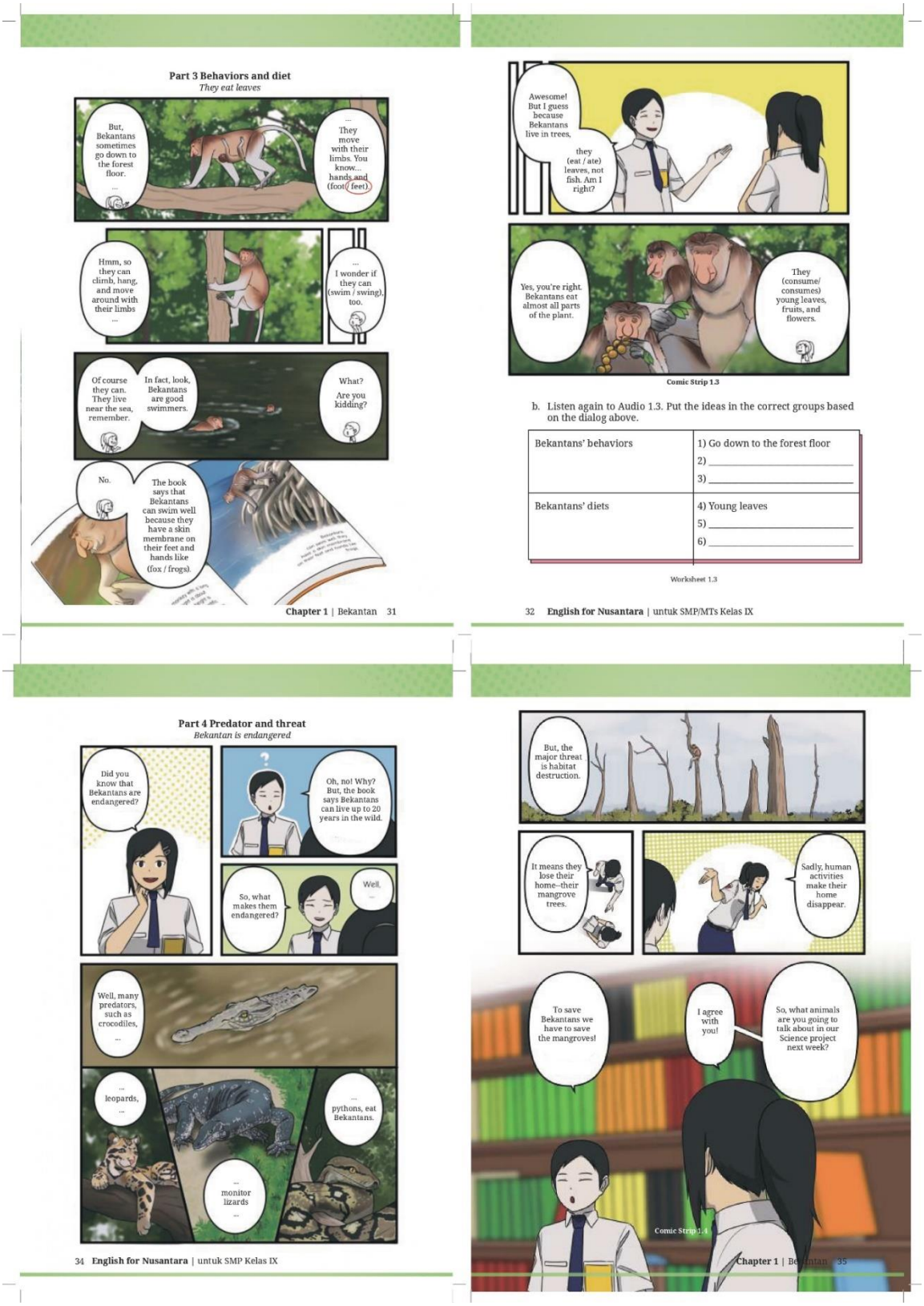
	"*Today we will learn vocabulary through a story about the Cendrawasih and categorize them into nouns, verbs, and adjectives*." **Pre-story Discussion** - Show a picture of a *Cendrawasih* and ask guiding questions: • *Do you know this animal?* • *What do you know about it?*	
Main Activities	**Explain the material** Teacher will start the lesson by repeating and reminding about the noun, verb, and adjective. **Story reading** - Teacher distributed a vocabulary list as a reference for the students. - Provide students with a short story about *Cendrawasih*, displayed on the screen. - Teacher read the story about *Cendrawasih*. **Vocabulary Identification** - Discuss key vocabulary from the story (example, *swing, large, long*). - Write the words on the board and categorize them as nouns, verbs, or adjectives as a class. **Digital Task: Liveworksheet** Students complete an interactive exercise on liveworksheet based on the *Cendrawasih* story.	**40 minutes**
Closing	**Review and Reflection** - Discuss the answer from the liveworksheet task as a class. - Ask students to share using some of the new vocabulary. **End the Lesson** Thank students and remind them to memorize and understand the vocabulary that has been learned.	**10 minutes**

NEW VOCABULARY LIST

✦	Word	Meaning	Part of Speech
1	CENDRAWASIH	CENDRAWASIH	NOUN
2	BIRDS	BURUNG	NOUN
3	PARADISE	SURGA	NOUN
4	FAMILY	KELUARGA	NOUN
5	EASY	MUDAH	ADJECTIVE
6	RECOGNIZED	DIKENALI	VERB
7	BRIGHT	CERAH	ADJECTIVE
8	BLUE	BIRU	ADJECTIVE
9	YELLOW	KUNING	ADJECTIVE
10	SCARLET	MERAH MENYALA	ADJECTIVE
11	GREEN	HIJAU	ADJECTIVE
12	FEATHERS	BULU	NOUN
13	TAILS	EKOR	NOUN
14	LONGER	LEBIH PANJANG	ADJECTIVE
15	WIRES	KAWAT	NOUN
16	STREAMERS	PITA HIAS	NOUN
17	LIVE	HIDUP / TINGGAL	VERB
18	DIET	POLA MAKAN / DIET	NOUN
19	FRUITS	BUAH-BUAHAN	NOUN
20	ARTHROPODS	ARTROPODA (HEWAN BERBUKU)	NOUN
21	DEVASTATION	KEHANCURAN	NOUN
22	ILLEGAL	TIDAK SAH	ADJECTIVE
23	REPRODUCTION CYCLE	SIKLUS REPRODUKSI	NOUN
24	PRODUCE	MENGHASILKAN	VERB



Source: Damayanti, I. L. et al. 2022. ***English for Nusantara untuk SMP/MTs Kelas IX****. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Page 25–26, 38–39.*



Source: Damayanti, I. L. et al. 2022. English for Nusantara untuk SMP/MTs Kelas IX. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Page 31–32, 34–35.

Orangutan

Orangutans are great apes from Indonesia. Orangutan means man of the forest. They live in Sumatra and Borneo. The scientific name of Orangutan from Northern Sumatra is Pongo Abelii and the scientific name of Orangutan from Borneo is Pongo Pygmaeus.

Orangutans have big bodies. A male orangutan can be more than 100 kilograms and can be quite tall. His height can be up to 150 centimeters tall. Female orangutans are smaller and shorter than the males. A mature female orangutan's weight is about 40 kilograms. Her height is about 120 centimeters tall.

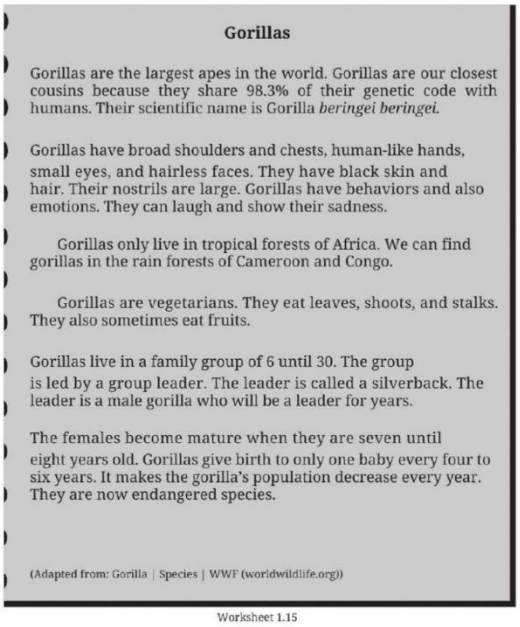
Orangutans have reddish brown hair. Unlike monkeys, they do not have tails. They have strong arms. They use their arms to swing between branches.

Orangutans live with their small family groups. They usually live in the tree branches where they build their nests. Orangutans' favorite food is fruits. They also eat insects, honey, bird eggs, bark, and plants. They sometimes eat meat too. When they are thirsty, they sometimes drink the water from holes in the tree branches.

Orangutans are an endangered species because their habitat is threatened by people doing deforestation. The number of Bornean orangutans around 2017 was estimated at about 104,000 and the Sumatran orangutans about 7,500.

(Adapted from: https://www.worldwildlife.org/species/orangutan)

Source: Damayanti, I. L. et al. 2022. ***English for Nusantara untuk SMP/MTs Kelas IX****. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Page 45.*



Gorillas

Gorillas are the largest apes in the world. Gorillas are our closest cousins because they share 98.3% of their genetic code with humans. Their scientific name is Gorilla *beringei beringei.*

Gorillas have broad shoulders and chests, human-like hands, small eyes, and hairless faces. They have black skin and hair. Their nostrils are large. Gorillas have behaviors and also emotions. They can laugh and show their sadness.

Gorillas only live in tropical forests of Africa. We can find gorillas in the rain forests of Cameroon and Congo.

Gorillas are vegetarians. They eat leaves, shoots, and stalks. They also sometimes eat fruits.

Gorillas live in a family group of 6 until 30. The group is led by a group leader. The leader is called a silverback. The leader is a male gorilla who will be a leader for years.

The females become mature when they are seven until eight years old. Gorillas give birth to only one baby every four to six years. It makes the gorilla's population decrease every year. They are now endangered species.

(Adapted from: Gorilla | Species | WWF (worldwildlife.org))

Worksheet 1.15

Source: Damayanti, I. L. et al. 2022. English for Nusantara untuk SMP/MTs Kelas IX. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Page 55.

Cendrawasih

Cendrawasihs or the birds of paradise are from the family of Paradisaeidae. These birds are easily recognized by their bright blue, yellow, scarlet, and green feathers. The males' tails are longer than the females'. Their tails are known as wires or streamers.

Birds of Paradise live in Eastern Indonesia, Papua New Guinea and Eastern Australia. The diet of these birds are fruits and arthropods. The natural devastation and illegal hunting make Cenderawasih an endangered species. Their reproduction cycle also makes the preservation difficult as they only produce one until two eggs.

Adapted from: https://www.nationalgeographic.com/animals/birds/facts/birds-of-paradise?msclkid=26256016d06b11eca2f6547d404146b0, https://westpapuastory.com/cenderawasih-bird-paradise/

Source: Damayanti, I. L. et al. 2022. ***English for Nusantara untuk SMP/MTs Kelas IX****. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Page 64.*

BEKANTAN

Typical animal of indonesia

A. Choose the correct answer for each question!

1. Bekantan is the reddish-brown monkey with a long and big nose. Adjective
2. Bekantan is quite big. Adjective
3. Bekantan's tail is almost as long as its body. Noun
4. Bekantans live in mangrove trees.
5. They move with their limbs.
6. They are good swimmers.
7. They consume young leaves, fruits, and flowers.
8. Bekantan are endangered because many predators.
9. They are also known as arboreal animal.
10. Proboscis monkey means a long-nosed monkey.

B. True or False

1. We can find Bekantans mostly in Kalimantan.	✓	
2. Bekantans are the mascot of the capital city of South Kalimantan	✓	
3. There are not many Bekantans in Borneo forest.		✓
4. Mangroves are rainforests that meet the mountain.		
5. Animals that live in trees are called arboreals.		
6. Bekantans usually eat, sleep, and play on trees.		

LIVEWORKSHEETS

NAME: CLASS:

ORANGUTAN

Typical animal of indonesia

A. Fill in the blanks with appropriate words from the box below:

1. Orangutan are ... Apes
2. A male orangutan can be ... meters tall. 1.2
3. Orangutans have strong ... Arms
4. Orangutans can be categorized as ...
5. There are about ... orangutans in Sumatra and Borneo.
6. Orangutans ... the islands of Sumatra and Borneo.
7. Orangutans have ... hair.
8. Orangutans use their hand to ... on the branches.
9. Orangutans' favorite food is ...
10. A mature female orangutan's ... is about 40 kilograms.

B. Group the following words into the appropriate part of speech category

		swing		strong
drink	tall	insects	height	family

NOUN	VERB	ADJECTIVE
forest	build	reddish

LIVEWORKSHEETS

GORILLA

Typical animal of indonesia

A. Fill in the blanks with appropriate words from the box below:

Scientific	Vegetarians	Eat	Decrease
Have	Tropical	Live	Become

1. Gorillas only live in _Tropical_ forest of Africa.
2. Their _Scientific_ name is Gorilla *beringei beringei*.
3. They _Have_ black skin and hair.
4. Gorillas are _____.
5. Sometimes they also _____ fruits.
6. Gorillas _____ in a family group of 6 until 30.
7. The females _____ mature when they are seven until eight years old
8. Gorilla's population _____ every year.

B. Choose the correct answer for each question!

	Herbivorous		Broad
	Silverback	Apes	Live

NOUN	VERB	ADJECTIVE
Fruits	Laugh	Black skin

LIVEWORKSHE

CENDRAWASIH

Typical animal of indonesia

A. Match the words in column A with the correct answer in column B!

Column A	Column B
1. Family of paradise	a. Bright blue, yellow, scarlet and green feathers
2. Cendrawasih feather color	b. Eastern Indonesia, Papua New Guinea and Eastern Australia.
3. Difference between male and female	c. Paradisaeidae
4. Food of cendrawasih	d. Fruits and arthropods
5. Bird of paradise habitat	e. The males' tail are longer than the females'.

B. Fill in the blanks with appropriate words from the box below:

	live		recognize	
endangered	feathers	Indonesia	hunting	difficult

NOUN	VERB	ADJECTIVE
birds of paradise	produce	bright

LIVEWORKSHEET

APPENDIX 4:

INSTRUMENT OF PRE-TEST AND POST-TEST

Name :

Class :

Pre-test for Vocabulary Mastery

Direction:

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What is the meaning of proboscis monkey?
   a. Large ears
   b. Long nose
   c. Short tail
   d. Blue fur
2. What is bekantan's favorite food?
   a. Insects
   b. Young leaves
   c. Mangrove leaves
   d. Seeds
3. How is bekantan's tail described?
   a. Long
   b. Short
   c. Small
   d. Flat
4. Where do bekantan live?
   a. In rainforest
   b. In deserts
   c. In mangrove trees
   d. In grasslands
5. What colour is the bekantan's fur?
   a. Reddish-brown
   b. Black
   c. White
   d. Gray

B. Choose the correct answer to complete the sentence!

6. Orangutans _____ the islands of Sumatra and Borneo.
   a. Live on
   b. Leave
   c. Go to
   d. Stay at
7. Orangutans have _____ hair.
   a. Yellow
   b. Brown
   c. Black
   d. Reddish brown
8. Orangutans use their hand to _____ on the branches.
   a. Run
   b. Climb
   c. Swing
   d. Walk
9. Orangutans' favorite food is _____.
   a. Grass
   b. Insect
   c. Fruits
   d. Fish
10. A mature female orangutan's _____ is about 40 kilograms.
    a. Speed
    b. Height
    c. Age
    d. Weight

C. Choose the correct part of speech for the underlined word in each sentence below.

11. Gorillas are the largest <u>apes</u> in the world.
    a. Noun
    b. Verb
    c. Adjective
12. Gorillas have <u>broad</u> shoulders and chests.
    a. Noun
    b. Verb

c. Adjective

13. They eat leaves and fruits.
    a. Noun
    b. Verb
    c. Adjective
14. Gorillas only live in tropical forests of Africa.
    a. Noun
    b. Verb
    c. Adjective
15. Gorillas are herbivorous.
    a. Noun
    b. Verb
    c. Adjective
16. Cenderawasih are easily recognized by their feathers.
    a. Noun
    b. Verb
    c. Adjective
17. The males' tails are longer than the females.
    a. Noun
    b. Verb
    c. Adjective
18. Birds of Paradise live in Indonesia, Papua New Guinea and Eastern Australia.
    a. Noun
    b. Verb
    c. Adjective
19. The diet of these birds are fruits and arthropods.
    a. Noun
    b. Verb
    c. Adjective
20. The devastation and illegal hunting make Cenderawasih an endangered species.
    a. Noun
    b. Verb
    c. Adjective

Name :

Class :

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Bekantan live in mangrove trees.
   a. Noun
   b. Verb
   c. Adjective
2. Bekantan is quite big because the heights are around 55 to 76 cm.
   a. Noun
   b. Verb
   c. Adjective
3. These monkeys consume young leaves, fruits, and flowers.
   a. Noun
   b. Verb
   c. Adjective
4. They have very strong limbs for climbing trees.
   a. Noun
   b. Verb
   c. Adjective
5. Bekantan can swim well because they have a skin membrane.
   a. Noun
   b. Verb
   c. Adjective
6. Orangutans build their nest high up in the forest for safety
   a. Noun
   b. Verb
   c. Adjective
7. They swing from branch to branch using their long arms.

a. Noun
b. Verb
c. Adjective

8. Orangutans are considered endangered species due to habitat loss
   a. Noun
   b. Verb
   c. Adjective
9. The forest provides orangutans with food and shelter.
   a. Noun
   b. Verb
   c. Adjective
10. Adult male orangutans can grow very tall, reaching up to 1.5 meters in height.
    a. Noun
    b. Verb
    c. Adjective

B. Complete the following sentence with the appropriate word!

11. Gorillas usually _____ leaves or fruits in the forest.
12. Gorillas have _____ eyes and hairy faces.
13. A gorilla group is led by a leader called a _____.
14. Female gorillas reach _____ at eight-ten years old.
15. Gorillas usually give _____ to one baby at a time.
16. Cendrawasih or _____ are from the family of Paradisaeidae.
17. These birds are recognized by their bright blue, yellow, scarlet, and _____ feathers.
18. Birds of Paradise are endangered due to natural destruction and _____ hunting.
19. Cendrawasih _____ in Eastern Indonesia, Papua New Guinea and Eastern Australia.
20. The _____ cycle of this bird makes conservation difficult as they only produce one to two eggs.

large - illegal – eat - birds of paradise – green reproduction – birth - live – silverback - maturity

APPENDIX 5:

THE RESULT OF PRE-TEST

Name : Lestari

Class : X (B)

Pre-test for Vocabulary Mastery

Direction:

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What is the meaning of proboscis monkey?
   a. Large ears
   X Long nose ✓
   c. Short tail
   d. Blue fur
2. What is bekantan's favorite food?
   a. Insects
   X Young leaves ✓
   c. Mangrove leaves
   d. Seeds
3. How is bekantan's tail described?
   X Long ✓
   b. Short
   c. Small
   d. Flat
4. Where do bekantan live?
   a. In rainforest
   b. In deserts
   X In mangrove trees ✓
   d. In grasslands
5. What colour is the bekantan's fur?
   X Reddish-brown ✓
   b. Black
   c. White
   d. Gray

B. Choose the correct answer to complete the sentence!

6. Orangutans _____ the islands of Sumatra and Borneo.
   a. Live on ✓
   b. Leave
   c. Go to
   d. Stay at
7. Orangutans have _____ hair.
   a. Yellow
   b. Brown
   c. Black
   d. Reddish brown ✓
8. Orangutans use their hand to _____ on the branches.
   a. Run
   b. Climb ✗
   c. Swing
   d. Walk
9. Orangutans' favorite food is _____.
   a. Grass
   b. Insect
   c. Fruits ✓
   d. Fish
10. A mature female orangutan's _____ is about 40 kilograms.
    a. Speed
    b. Height ✗
    c. Age
    d. Weight

C. Choose the correct part of speech for the underlined word in each sentence below.

11. Gorillas are the largest <u>apes</u> in the world.
    a. Noun
    b. Verb ✗
    c. Adjective
12. Gorillas have <u>broad</u> shoulders and chests.
    a. Noun
    b. Verb

c. Adjective

13. They eat leaves and fruits.
    a. Noun
    b. Verb
    c. Adjective
14. Gorillas only live in tropical forests of Africa.
    a. Noun
    b. Verb
    c. Adjective
15. Gorillas are herbivorous.
    a. Noun
    b. Verb
    c. Adjective
16. Cenderawasih are easily recognized by their feathers.
    a. Noun
    b. Verb
    c. Adjective
17. The males' tails are longer than the females.
    a. Noun
    b. Verb
    c. Adjective
18. Birds of Paradise live in Indonesia, Papua New Guinea and Eastern Australia.
    a. Noun
    b. Verb
    c. Adjective
19. The diet of these birds are fruits and arthropods.
    a. Noun
    b. Verb
    c. Adjective
20. The devastation and illegal hunting make Cenderawasih an endangered species.
    a. Noun
    b. Verb
    c. Adjective

13 B

65

8/20

40

Name : Muh. Alaqshar

Class : 1xB

Pre-test for Vocabulary Mastery

Direction:

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What is the meaning of proboscis monkey?
   a. Large ears
   b. Long nose ✓
   c. Short tail
   d. Blue fur
2. What is bekantan's favorite food?
   a. Insects
   b. Young leaves
   c. Mangrove leaves
   d. Seeds ✗
3. How is bekantan's tail described?
   a. Long
   b. Short ✗
   c. Small
   d. Flat
4. Where do bekantan live?
   a. In rainforest ✗
   b. In deserts
   c. In mangrove trees
   d. In grasslands
5. What colour is the bekantan's fur?
   a. Reddish-brown ✓
   b. Black
   c. White
   d. Gray

B. Choose the correct answer to complete the sentence!

6. Orangutans _____ the islands of Sumatra and Borneo.
   a. Live on ✓
   b. Leave
   c. Go to
   d. Stay at
7. Orangutans have _____ hair.
   a. Yellow
   b. Brown
   c. Black
   d. Reddish brown ✓
8. Orangutans use their hand to _____ on the branches.
   a. Run
   b. Climb ✗
   c. Swing
   d. Walk
9. Orangutans' favorite food is _____.
   a. Grass
   b. Insect
   c. Fruits ✓
   d. Fish
10. A mature female orangutan's _____ is about 40 kilograms.
    a. Speed
    b. Height
    c. Age ✗
    d. Weight

C. Choose the correct part of speech for the underlined word in each sentence below.

11. Gorillas are the largest apes in the world.
    a. Noun
    b. Verb ✗
    c. Adjective
12. Gorillas have broad shoulders and chests.
    a. Noun
    b. Verb

c. Adjective

13. They eat leaves and fruits.
    a. Noun
    b. Verb
    c. Adjective
14. Gorillas only live in tropical forests of Africa.
    a. Noun
    b. Verb
    c. Adjective
15. Gorillas are herbivorous.
    a. Noun
    b. Verb
    c. Adjective
16. Cenderawasih are easily recognized by their feathers.
    a. Noun
    b. Verb
    c. Adjective
17. The males' tails are longer than the females.
    a. Noun
    b. Verb
    c. Adjective
18. Birds of Paradise live in Indonesia, Papua New Guinea and Eastern Australia.
    a. Noun
    b. Verb
    c. Adjective
19. The diet of these birds are fruits and arthropods.
    a. Noun
    b. Verb
    c. Adjective
20. The devastation and illegal hunting make Cenderawasih an endangered species.
    a. Noun
    b. Verb
    c. Adjective

APPENDIX 6:

THE RESULT OF POST-TEST

Name : Lovely

Class : 38 IX D

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Bekantan live in mangrove trees.
   - X Noun ✓
   - b. Verb
   - c. Adjective
2. Bekantan is quite big because the heights are around 55 to 76 cm.
   - a. Noun
   - X Verb X
   - c. Adjective
3. These monkeys consume young leaves, fruits, and flowers.
   - a. Noun
   - X Verb ✓
   - c. Adjective
4. They have very strong limbs for climbing trees.
   - a. Noun
   - b. Verb
   - X Adjective ✓
5. Bekantan can swim well because they have a skin membrane.
   - a. Noun
   - X Verb ✓
   - c. Adjective
6. Orangutans build their nest high up in the forest for safety
   - X Noun ✓
   - b. Verb
   - c. Adjective
7. They swing from branch to branch using their long arms.

a. Noun

X Verb ✓

c. Adjective

8. Orangutans are considered <u>endangered</u> species due to habitat loss

a. Noun

b. Verb

X Adjective ✓

9. The <u>forest</u> provides orangutans with food and shelter.

a. Noun

X Verb ✗

c. Adjective

10. Adult male orangutans can grow very <u>tall</u>, reaching up to 1.5 meters in height.

a. Noun

b. Verb

X Adjective ✓

B. Complete the following sentence with the appropriate word!

11. Gorillas usually large leaves or fruits in the forest. ✗
12. Gorillas have eat eyes and hairy faces. ✗
13. A gorilla group is led by a leader called a silverback ✓
14. Female gorillas reach maturity at eight-ten years old. ✓
15. Gorillas usually give birth to one baby at a time. ✓
16. Cendrawasih or birds of paradise are from the family of Paradisaeidae. ✓
17. These birds are recognized by their bright blue, yellow, scarlet, and green large feathers. ✓
18. Birds of Paradise are endangered due to natural destruction and illegal hunting. ✓
19. Cendrawasih live in Eastern Indonesia, Papua New Guinea and Eastern Australia. ✓
20. The reproduction cycle of this bird makes conservation difficult as they only produce one to two eggs. ✓

large - illegal – eat - birds of paradise – green reproduction – birth - live – silverback - maturity

16 8

80

Name : Lestari

Class : IX (B)

Post-test for Vocabulary Mastery

Direction!

1. Write down your name and class on the top of this paper
2. Answer the correct answer in the paper
3. Check your answer before submitting!

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. Bekantan live in mangrove trees.
   - x a. Noun ✓
   - b. Verb
   - c. Adjective
2. Bekantan is quite big because the heights are around 55 to 76 cm.
   - a. Noun
   - b. Verb
   - x c. Adjective ✓
3. These monkeys consume young leaves, fruits, and flowers.
   - a. Noun
   - x b. Verb ✓
   - c. Adjective
4. They have very strong limbs for climbing trees.
   - a. Noun
   - b. Verb
   - x c. Adjective ✓
5. Bekantan can swim well because they have a skin membrane.
   - a. Noun
   - x b. Verb ✓
   - c. Adjective
6. Orangutans build their nest high up in the forest for safety
   - x a. Noun ✓
   - b. Verb
   - c. Adjective
7. They swing from branch to branch using their long arms.

a. Noun

X Verb ✓

c. Adjective

8. Orangutans are considered <u>endangered</u> species due to habitat loss

a. Noun

X Verb X

c. Adjective

9. The <u>forest</u> provides orangutans with food and shelter.

X Noun ✓

b. Verb

c. Adjective

10. Adult male orangutans can grow very <u>tall</u>, reaching up to 1.5 meters in height.

a. Noun

b. Verb

X Adjective ✓

B. Complete the following sentence with the appropriate word!

11. Gorillas are one of the largest <u>apes</u> in the world. ✓
12. Gorillas have <u>large</u> eyes and <u>hairy</u> faces. ✓
13. A gorilla group is led by a leader called a <u>silverback</u> ✓
14. Female gorillas reach <u>live</u> at eight-ten years old. X
15. Gorillas usually give birth to <u>one baby</u> at a time ✓
16. Cendrawasih or <u>birds of paradise</u> are from the family of Paradisaeidae. ✓
17. These birds are recognized by their bright blue, yellow, scarlet, and <u>green</u> feathers. ✓
18. Birds of Paradise are endangered due to natural destruction and _____hunting. maturity X
19. Cendrawasih <u>live</u> in Eastern Indonesia, Papua New Guinea and Eastern Australia. ✓
20. The _____ cycle of this bird makes conservation difficult as they only produce one to two eggs. reproduction ✓

large & hairy - illegal – apes - birds of paradise – green
reproduction – one baby - live – silverback - maturity

17 B

85

APPENDIX 7:
DOCUMENTATION

Figure 1-2: The students doing pre-test

Figure 3-4: The researcher explains the material

Figure 5-6: The students do the task on liveworksheet website

Figure 7-8: Post-test

BIOGRAPHY

Fauzia Iksan was born on March 3, 2000. She is the first of five siblings. Her father's name is Iksan Asir, and her mother's name is (Almh) Dra. Nurbaiti Djasman. Currently, she resides on Jl. Hati Mulia, North Belopa District. She completed her elementary education in 2012 at SDN 331 Tanjung. In the same year, she pursued her studies at SMP PMDS Putri Palopo and graduated in 2015. She then pursued her senior high school education at SMAN 7 Luwu, graduated in 2018. In 2020, she enrolled at the State Islamic University (UIN) of Palopo, majoring in English Language Education, and completed her study in 2025.

In the end, she wrote a thesis entitled "**IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO".**