INTERACTIVE LEARNING WITH LIVEWORKSHEETS: IMPROVING EIGHTH GRADERS' VOCABULARY IN JUNIOR HIGH SCHOOL

A THESIS

Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Language Education Study Program Education and Teacher Training Faculty State Islamic University of Palopo

Composed by:

Aisyah Muttaqillah

2102020013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI (UIN) PALOPO

2026

INTERACTIVE LEARNING WITH LIVEWORKSHEETS: IMPROVING EIGHTH GRADERS' VOCABULARY IN JUNIOR HIGH SCHOOL

A THESIS

Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English Language Education Study Program Education and Teacher Training Faculty State Islamic University of Palopo

Composed by:

Aisyah Muttaqillah

21 0202 0013

Supervised by:

1. **Wahibah, S.Ag., M.Hum.**
2. **Devi Ismayanti, S.S., M.Hum.**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY
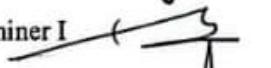
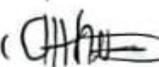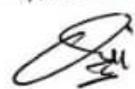**UNIVERSITAS ISLAM NEGERI (UIN) PALOPO**

2026

THESIS APPROVAL

This thesis entitled **"Interactive Learning with Liveworksheets: Improving Eighth Graders' Vocabulary in Junior High School"** written by Aisyah Muttaqillah, Registration Number 2102020013, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in *Munaqasyah* Session which is carried out on Friday, January 30ᵗʰ 2026 M. Coincided with 11 Sya'ban 1447 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 20ᵗʰ February 2026

BOARD OF EXAMINERS

1. Husnaini, S.Pd.I., M.Pd.   Chairwoman   (   )

2. H. Madehang, S.Ag., M.Pd.   Examiner I   (   )

3. Yuyun Ruqiyyat Said, S.Pd., M.Pd. Examiner II (   )

4. Wahibah, S.Ag., M.Hum.   Consultant I (   )

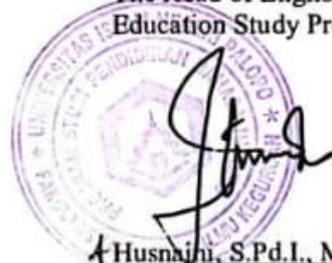5. Devi Ismayanti, S.S., M.Hum.   Consultant II (   )

Approved by:

On behalf of Rector of UIN Palopo
The Dean of Education and Teachers
Training Faculty

Sukirman, S.S., M.Pd
NIP 19700516 200003 1 002

The Head of English Language
Education Study Program

Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

CONSULTANT APROVAL

Thesis Entitled   : Interactive Learning with Liveworksheets: Improving Eighth Graders' Vocabulary in Junior High School

Written By

    Name   : Aisyah Muttaqillah

    Reg Number   : 21 0202 0013

    Faculty   : Tarbiyah and Teacher Training

    Study Program : English Language Education

It has been corrected and approved to be examine Munaqasyah examination

Palopo, 19 December 2025

Consultant I   Consultant II

Wahibah, S.Ag., M.Hum.   Devi Ismayanti, S.S., M.Hum.

NIP. 19690504 200312 2 002   NIP. 19870815 202521 2 004

NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 29 Oktober 2025

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamualaikum Warahmatullahi Wabarakatuh

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

Nama   : Aisyah Muttaqillah

NIM   : 2102020013

Prodi   : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul   : Interactive Learning with Liveworksheets: Improving Eight Graders' Vocabulary in Junior High School.

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

Demikian disampaikan untuk proses selanjutnya.

Wassalamualaikum Warahmatullahi Wabarakatuh

Pembimbing I

Wahibah, S.Ag., M.Hum

NIP. 19690504 200312 2002

Pembimbing II

Devi Ismayanti, S.S., M.Hum.

NIP. 19870815 202521 2004

EXAMINER APPROVAL

Thesis Entitled   : Interactive Learning with Liveworksheets: Improving Eighth Graders' Vocabulary in Junior High School
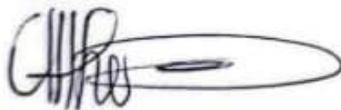
Written By

    Name   : Aisyah Muttaqillah

    Reg Number   : 21 0202 0013

    Faculty   : Tarbiyah and Teacher Training

    Study Program : English Language Education

Has been corrected and approved to be examine Munaqasyah examination

Palopo, 22 December 2025

Examiner I   Examiner II

H. Madehang, S.Ag., M.Pd.   Yuyun Ruqiyyat Said, S.Pd., M.Pd.
NIP. 19730615 200003 1 004   NIP. 19870419 202321 2 030

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Aisyah Muttaqillah

Registration Number : 21 0202 0013

Faculty : Education and Teacher Training

Study Program : English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the work of other that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works expect the citation whose originally sources have been report. All mistakes or errors in it are my responsibility.

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

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

Palopo, 24 February 2026

Regards,

Aisyah Muttaqillah

ACKNOWLEDGMENT

بِسْــــــمِ اللهِ الرَّحْمٰنِ الرَّحِــــــيْمِ

Alhamdulillahi Rabbil'alamin, all praise be to Allah SWT., the Most Gracious, the Most Merciful, who has granted the researcher health, ease and strength to complete this thesis entitled "Interactive Learning with Liveworksheets: Improving Eighth Graders' Vocabulary in Junior High School." This thesis is written to fulfill one of the requirements to obtain a Bachelor's Degree (S.Pd) in the English Education Study Program, Education and Teacher Training Faculty, State Islamic University (UIN) of Palopo. Shalawat and salam may always be given to our beloved Prophet Muhammad SAW. who saved us from the stupidity era into the cleverness era.

The researcher realizes that the completion of this thesis would not have been possible without the help and the support from various parties. Therefore, the researcher would like to express sincere gratitude to:

1. Dr. Abbas Langaji, M.Ag, as the Rector of UIN Palopo.

2. Prof. Dr. H. Sukirman, S.S., M.Pd., the Dean of Education and Teacher Training Faculty.

3. Husnaini S.Pd, I., M.Pd., as the Head of English Education Study Program of UIN Palopo.

4. Wahibah, S.Ag., M.Hum. as the first consultant and Devi Ismayanti, S.S., M.Hum. as the second consultant, who have always kindly and patiently given the researcher advice, guidance, corrections, supervision, and support.

Utami (Tam-tam), who have always been a place to share happiness and sorrow, also a comfort zone for the researcher during her study at UIN Palopo. Truly grateful for the good times and experiences.

13. All the researcher's classmate (BIG Boundless).

14. All the researcher's friends during KKN and PLP.

15. Last but not least, special thanks to the researcher herself (Aisyah Muttaqillah) for the hard work throughout the whole process of completing her study at UIN Palopo.

Palopo, 29 Oktober 2025

The Researcher

Aisyah Muttaqillah

TABLE OF CONTENTS

LIST OF TABLES

ABSTRAK

Aisyah Muttaqillah, 2026. *"Pembelajaran Interaktif berbasis Liveworksheets: Peningkatan Kosakata Siswa Kelas VIII di Sekolah Menengah Pertama."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wahibah and Devi Ismayanti.

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa kelas VIII melalui pembelajaran Teks Recount dengan menggunakan aplikasi web *Liveworksheets* di SMP Negeri 12 Kolaka Utara. Tujuan penelitian ini adalah untuk mengukur efektivitas *Liveworksheets* dalam meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen model satu kelompok *pre-test* dan *post-test*. Populasi penelitian ini adalah siswa kelas VIII, dan sampel penelitian terdiri atas 20 siswa kelas VIII A. Instrumen yang digunakan dalam penelitian ini adalah tes awal (*pre-test*) dan tes akhir (post-test). Hasil analisis data menunjukkan bahwa nilai rata-rata *pre-test* sebesar 45,5 lebih rendah dibandingkan dengan nilai rata-rata *post-test* sebesar 74,5. Hasil uji-*t* menunjukkan nilai *t* hitung sebesar 16,45 yang lebih besar daripada nilai *t* tabel sebesar 2,09, sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Selain itu, hasil perhitungan ukuran efek (*Cohen's d*) menunjukkan efek yang besar, yang mengindikasikan bahwa peningkatan penguasaan kosakata siswa tidak hanya signifikan secara statistik, tetapi juga bermakna secara edukatif. Analisis perpindahan kategori memperlihatkan penurunan yang signifikan pada jumlah siswa dalam kategori "sangat rendah", disertai dengan peningkatan jumlah siswa pada kategori "cukup" dan "baik". Temuan kualitatif berdasarkan respons siswa menunjukkan bahwa penggunaan Liveworksheets mendorong siswa menjadi lebih aktif dan percaya diri dalam menggunakan kosakata baru. Secara keseluruhan, hasil penelitian ini membuktikan bahwa penggunaan *Liveworksheets* dalam pembelajaran Teks Recount efektif dalam meningkatkan penguasaan kosakata siswa, baik secara kuantitatif maupun kualitatif

Kata Kunci: Pembelajaran Interaktif, *Liveworksheets*, Teks Recount, Kosakata

ABSTRACT

Aisyah Muttaqillah, 2026. *"Interactive Learning with Liveworksheets: Improving Eighth Graders' Vocabulary in Junior High School."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Wahibah and Devi Ismayanti.

This study aims to investigate the improvement of eighth-grade students' vocabulary mastery through the teaching of Recount Text using the Liveworksheets web-based application at SMP Negeri 12 Kolaka Utara. The objective of this research is to measure the effectiveness of Liveworksheets in enhancing students' vocabulary mastery. The study employed a quantitative approach with a pre-experimental one-group pre-test and post-test design. The population of the study consisted of eighth-grade students, and the sample comprised 20 students from class VIII A. The research instruments included a pre-test and a post-test. The results of the data analysis revealed that the mean score of the pre-test (45.5) was lower than that of the post-test (74.5). The results of the t-test indicated that the calculated t value (16.45) was higher than the t table value (2.09), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). Furthermore, the effect size calculation (Cohen's d) demonstrated a large effect, indicating that the improvement in students' vocabulary mastery was not only statistically significant but also educationally meaningful. The category shift analysis showed a significant decrease in the number of students in the "very low" category, accompanied by an increase in the number of students in the "fair" and "good" categories. Qualitative findings based on students' responses indicated that the use of Liveworksheets encouraged students to become more active and confident in using new vocabulary. Overall, the findings demonstrate that the use of Liveworksheets in teaching Recount Text is effective in improving students' vocabulary mastery, both quantitatively and qualitatively.

Keywords: Interactive Learning, Liveworksheets, Recount Text, Vocabulary Mastery

Verified by UPB

الملخّص

عائشة متّقي الله 2026، «التعلّم التفاعلي القائم على *Liveworksheets*: تنمية مفردات طلبة الصف الثامن في المرحلة المتوسطة الأولية». رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: واهبة، وديفي إسمايانتي.

تهدف هذه الدراسة إلى معرفة مدى تحسّن إتقان مفردات اللغة الإنجليزية لدى طلبة الصف الثامن من خلال تعلّم نصوص *Recount* باستخدام تطبيق الويب *Liveworksheets* في المدرسة المتوسطة الأولية الحكومية 12 (SMPN 12) بكولاكا الشمالية. كما تسعى إلى قياس فاعلية استخدام *Liveworksheets* في تنمية مفردات الطلبة. اعتمدت الدراسة المنهج الكمي بتصميم ما قبل تجريبي بنموذج المجموعة الواحدة (اختبار قبلي–اختبار بعدي). تكوّن مجتمع الدراسة من طلبة الصف الثامن، بينما بلغت العينة 20 طالبًا من الصف الثامن (أ). وتمثّلت أدوات البحث في اختبار قبلي واختبار بعدي. أظهرت نتائج تحليل البيانات أنّ متوسط درجات الاختبار القبلي بلغ 45.5، وهو أقل من متوسط درجات الاختبار البعدي الذي بلغ 74.5. كما أظهرت نتائج اختبار تي-المحسوبة بلغت 16.45، وهي أكبر من قيمة تي-الجدولية البالغة 2.09، مما أدى إلى رفض الفرضية الصفرية (H_0) وقبول الفرضية البديلة (H_1). بالإضافة إلى ذلك، بيّنت نتائج حساب حجم الأثر (*Cohen's d*) وجود تأثير كبير، مما يدل على أنّ تحسّن إتقان المفردات لدى الطلبة ليس ذا دلالة إحصائية فحسب، بل له قيمة تعليمية ملموسة أيضًا. كما أظهر تحليل انتقال الفئات انخفاضًا ملحوظًا في عدد الطلبة ضمن فئة «منخفض جدًا»، يقابله ارتفاع في عدد الطلبة ضمن فئتي «متوسط» و«جيد». وأشارت النتائج النوعية المستندة إلى استجابات الطلبة إلى أن استخدام *Liveworksheets* ساعدهم على أن يكونوا أكثر نشاطًا وثقةً في استخدام المفردات الجديدة. وبوجه عام، تؤكّد نتائج الدراسة أنّ استخدام *Liveworksheets* في تعليم نصوص *Recount* يُعدّ فعّالًا في تنمية مفردات الطلبة، سواء من الناحية الكمية أو النوعية.

الكلمات المفتاحية: التعلّم التفاعلي، *Liveworksheets*، نصوص *Recount*، المفردات

ةغللا ريوطت قدحو لبق نم ةقحتلا مت

CHAPTER I

INTRODUCTION

A. Background

Vocabulary mastery is a crucial aspect of language skills. According to Richards, vocabulary plays a key role in language proficiency and forms the foundation for students' abilities in speaking, listening, reading, and writing.[1] Tarigan also stated that vocabulary can enhance the development of writing, speaking, reading, and listening activities.[2] Therefore, without vocabulary mastery, students will have difficulty in improving their speaking, listening, reading and writing skills.

Vocabulary plays a crucial role in mastering a second language, as it enables meaningful communication and the effective use of language structures. According to Rivers, successful second language communication depends heavily on vocabulary knowledge, and without enough words, learners cannot make meaningful use of the structures and functions they have learned.[3] Ulashevna stated that without developing this important skill (vocabulary), no one can truly master the language.[4] Therefore, vocabulary is something that really needs to be considered because it can determine the quality of learners' language skill.

---

[1] Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001).

[2] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Angkasa, 1983).

[3] Wilga M. Rivers, *Teaching Foreign-Language Skills*, 2nd ed. (University of Chicago Press, 1981).

[4] Ochilova Gulnora Ulashevna, "The Importance of Teaching and Learning Vocabulary," *Web of Scientist: International Scientific Research Journal* 3(4) (2022).

Technology and education are inseparable, and they must go hand in hand.[5] Both complement each other and contribute greatly to the creation of an efficient, effective, and relevant learning process. Using technology in the teaching process will arouse students' curiosity and make the class more active and less boring.[6] Therefore, a teacher must always be literate in technology and be able to utilize it in the learning process in the classroom.

One form of technology utilization that can be done by teachers is using digital-based learning media. According to Huda, integrating technological media is essential for enhancing effectiveness, improving efficiency, and engaging todays' generation of students.[7] Mariyah stated digital-based learning media refer to tools designed to produce audio-visual content.[8] When learning media incorporate both audio and visual elements, they can effectively engage students, which in turn supports better learning processes and results.

In line with the utilization of digital-based learning media that is audio-visual, one of the platforms that can be used by teachers is Liveworksheets. According to Prabjandee, Liveworksheets functions as an online and mobile-supported platform that enables educators to change conventional worksheets (in formats like .pdf or

---

[5] Afroh Nailil Hikmah, "Blanded Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19," *Al-Fikr: Jurnal Pendidikan Islam* Vol. 6(2) (2020), https://doi.org/10.47945/alfikr.v6i2.84.

[6] Andi Tenrisanna Syam, "Developing English Material in the Form of a Digital Flipbook as a Medium for Teaching English," *Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 13(1) (2025), https://doi.org/10.24256/ideas. v13i1.6296.

[7] Irkham Abdaul Huda, "Perkembangan Teknologi Informasi Dan Komunikasi (TIK) Terhadap Kualitas Pembelajaran Di Sekolah Dasar," *Jurnal Pendidikan Dan Konseling (JPDK)* 1(2) (2020).

[8] Yoyoh S. Mariyah, "Meningkatkan Motivasi Belajar Siswa Melalui Pemanfaatan Media Audio Visual: Studi Eksperimen Dalam Pembelajaran Tari.," *Ournal of Education, Humaniora and Social Sciences (JEHSS)* 4(2) (2021).

.jpg) into self-correcting interactive worksheets.[9] Liveworksheets provides multimedia features such as audio, images, and drag-and-drop, making learning more engaging than traditional paper-based tasks. Its attractive design and variety of tools capture students' attention and create a fun learning experience. Moreover, it's free to use, with no subscription required.

Nevertheless, many students encounter difficulties in acquiring English vocabulary.[10] Based on the observations, students' vocabulary mastery was found to be relatively low. This is due to several factors, one of which is that the students did not receive English language learning at the elementary school level. In addition, the students also do not participate in external English learning, such as courses or tutoring programs. As a result, students struggle to understand and use English vocabulary effectively in classroom contexts, making vocabulary mastery a crucial focus for improving their overall English proficiency. Meanwhile, At SMP Negeri 12 Kolaka Utara, particularly in class VIII, teachers continue to rely on conventional methods such as printed worksheets rather than integrating digital platforms like Liveworksheets. Although Liveworksheets have been widely use as interactive digital worksheet, empirical evidence focusing on vocabulary mastery in recount texts at junior high school level remains limited. Therefore, this study aims to investigate the effectiveness of Liveworksheets in improving the vocabulary of junior high school students, particularly in grade eighth.

---

[9] Denchai Prabjandee, "A Review of the Website Liveworksheets.Com," *Computer Assisted Language Learning Electronic Journal CALL-EJ)* Vol. 24(1) (2023).

[10] I. G. A. M. Agung, "Peningkatan Kosakata Bahasa Inggris Melalui GamesBagi Siswa SMA Negeri 1 Penebel," *Madani : Indonesian Journal of Civil Society* Vol. 5(1) (2023), https://doi.org/10.35970/madani.v1i1.1705.

B. Research Question

Based on the background described above, the problem formulations in this study are:

Is the use of Liveworksheets effective in improving eighth graders' vocabulary in Junior High School?

C. Objective of the Research

Based on the stated research problem, this study aims to measure the effectiveness of Liveworksheets in improving eighth graders' vocabulary in Junior High School.

D. Significances of the Research

This research is intended to contribute positively to teachers and students at SMP Negeri 12 Kolaka Utara. The significance of this study is divided into two parts, namely theoretical significance and practical significance.

1. Theoretical Significance

   This research is expected to enrich the development of English language teaching theories, especially regarding the use of digital media like Liveworksheets to enhance students' vocabulary mastery. It is also intended to support previous theories related to interactive learning platforms and their effectiveness in enhancing language acquisition.

2. Practical Significance

    a. For the Teachers

The findings of this study are expected to help English teachers, especially at SMP Negeri 12 Kolaka Utara, to understand the benefits of incorporating Liveworksheets into their teaching strategies, thereby making vocabulary instruction more innovative and efficient. This is particularly relevant as the interactive worksheets used in this research were designed based on the *Kurikulum Merdeka* teaching module implemented at the school.

    b. For the Students

This research provides students with a more engaging and interactive way of learning vocabulary through Liveworksheets, which can increase their motivation and make vocabulary learning more enjoyable and effective.

    c. For the Further Researchers

This research can contribute as a supporting source for further studies focusing on digital media in language learning. It may also inspire further research with a broader scope, different language skills, or different educational levels.

E. Scope of the Research

The scope of this research includes the use of interactive worksheets provided through the Liveworksheets platform, containing Recount Text designed based on the teaching module of the *Kurikulum Merdeka* used in school. These worksheets aim to assist students in learning and identifying vocabulary, particularly verbs (both regular and irregular), along with nouns, adjectives, adverbs, and connectors to add details that make the story clearer. The features used in these worksheets include Checkboxes, Drag and Drop, Join, Select, Textfield, and YouTube video integration, all designed to enhance student engagement through interactive activities. The questions in each test were in the form of receptive skills namely listening and reading.

F. Definition of Terms

To facilitate a clearer understanding of this research, the definitions of key terms are explained as follows:

1. Vocabulary

   Dowdowski defines vocabulary as the complete collection of words that exist within a language.[11] Vocabulary includes all words, whether nouns, verbs, adjectives, or other types of words, which are used by speakers to communicate.

---

[11] Sergina Pohan, "Memperkenalkan Vocabulary Melalui Lagu Pada Anak SD," *JURNAL ADAM: Jurnal Pengabdian Masyarakat* Vol. 1(2) (2022), https://doi.org/10.37081/adam.v1i2.386.

2. Teaching Media

Teaching media are tools used to deliver instructional content to learners.[12]

3. Liveworksheets

According to Yuniastuti, Liveworksheets is a platform that enables teachers to turn conventional paper-based worksheets into interactive online activities, giving students the feeling of playing a game.[13]

4. Interactive Learning

Interactive learning is an approach to learning that involves active engagement and participation of learners in the learning process, often through interactions with peers and technology.

---

[12] Septy Nurfadhillah, "Media Pembelajaran: Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, Dan Cara Penggunaan Kedudukan Media Pembelajaran," *CV Jejak,* anggota *IKAPI* (2021).

[13] Yuniastuti *et al*., *Media Pembelajaran Untuk Generasi Milenial: Tinjauan Teoritis Dan Pedoman Praktis* (Scopindo Media Pustaka, 2021).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

Several previous studies are related to this research, some of which are presented below:

Widyastuti et al., in research entitled "*Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso,*"[14] investigated the effectiveness of a modified Hangaroo game in developing the vocabulary skills of eighth-grade students at SMPN 1 Bosso. Employing a pre-experimental method consisting of a pre-test, treatment sessions, and a post-test, the study found that the game had significant effect on improving students' vocabulary performance. The average score rose from 36.48 (classified as poor) on the pre-test to 51.69 (fair) on the post-test. In addition to boosting vocabulary mastery, the game increased students' motivation, enhanced their spelling and pronunciation, and fostered cooperative learning among group members.

Dewi et al., in research entitled "*The Influence of Interactive Digital Worksheets Based on Level of Inquiry Towards Science Process Skills in Elementary School,*"[15] investigated how inquiry-based interactive digital worksheets (IDW) affected elementary students' science process skills (SPS)

---

[14] Citra Widyastuti, "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso," *Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 9(1) (2021), https://doi.org/10.24256/ideas.v8i2.1660.

[15] Anastasya K. Dewi, "The Influence of Interactive Digital Worksheets Based on Level of Inquiry Towards Science Process Skills in Elementary School," *Pegem Journal of Education and Instruction* Vol. 13 (1) (2022).

during the COVID-19 pandemic. This study applied a quasi-experimental design using a pre-test post-test control group with 124 students from the fifth grade. Data were gathered through an SPS test that included indicators of observation, classification, communication, measurement, inference, and prediction. Following tests of normality, homogeneity, and group equivalence, the data were analyzed using an independent samples t-test. The results indicated a significant difference between the experimental group and the control group (p = 0.000, α = 0.05), with an effect size of 66.18%. These results demonstrate that inquiry-based IDW effectively enhanced the science process skills of elementary school students.

Harini et al., in research entitled *Effectiveness of E-Worksheets on Problem-Solving Skills: A Study of Students' Self-Directed Learning in the Topic of Ratios,*[16] explored the impact of E-Worksheets on students' problem-solving abilities, especially in relation to their self-directed learning in the context of ratio lessons. Employing a control group design, the researchers compared learners who used E-Worksheets with those who relied on traditional materials. The findings revealed that E-Worksheets significantly improved students' problem-solving performance, and that higher levels of self-directed learning were associated with better outcomes. Overall, the study underscores the importance of incorporating technology to create engaging learning

---

[16] Esti Harini, "Effectiveness of E-Worksheets on Problem-Solving Skills: A Study of Students' Self-Directed Learning in the Topic of Ratios," *International Journal of International Journal of Mathematics and Mathematics Education* Vol. 1(2) (2023), https://doi.org/10.56855/ijmme.v1i02.333.

environments and encourages teachers to support students' independence and collaborating in problem-solving.

Wardani Dina Syafitri and Asep Ikin Sugandi, in their research entitled *"The Effectiveness of LiveWorksheets Assisted Problem Based Learning to Improve Students' Mathematical Problem-Solving Abilities,"*[17] examined how problem-based learning supported by Liveworksheets (LKPD) influences the mathematical problem-solving skills of eighth-grade students. The study applied an experimental approach with Sugiyono's One-Group Pre-test Post-test Design and included 30 students from MTs Al-Firdaus, grouped into low, medium, and high achievement categories. The results indicated an improvement in students' performance, as evidenced by higher post-test scores compared to pre-test scores. Although various errors appeared in the pre-test, the number of mistakes decreased in the post-test. Overall, the results indicate that Liveworksheets-assisted LKPD within a problem-based learning framework effectively enhanced students' mathematical problem-solving abilities, particularly in mastering the Pythagorean theorem.

Subroto et al., in research entitled *"The Effectiveness of Using LiveWorksheets on Students' Reading Skill of Narrative Text at MAN Temanggung,"*[18] investigated whether Liveworksheets produced a significant improvement in students' perceptions of the platform. Using a quasi-

---

[17] Dina Syafitri Wardani, "The Effectiveness of Live Worksheets-Assisted Problem Based Learning to Improve Students' Mathematical Problem Solving Abilities," *(JIML) Journal of Innovative Mathematics Learning* Vol. 7(2) (2024), https://doi.org/10.22460/jiml.v7i2.19655.

[18] Fatimatu Khoirunnisa Husain Subroto, "The Effectiveness of Using LiveWorksheets on Students' Reading Skill of Narrative Text at MAN Temanggung," *EduLine: Journal of Education and Learning Innovation* Vol. 4(4) (2024).

experimental design, the researchers selected two tenth-grade classes at MAN Temanggung, each group contained 36 students determined using purposive sampling. Data were gathered using pre-tests, post-tests, and questionnaires. Analysis using SPSS revealed a significant difference in reading performance between the two groups (p = 0.032), with the Liveworksheets group achieving higher scores. The questionnaire results also showed very positive responses, with 90.73% of students giving favorable evaluations and 93.05% acknowledging its usefulness for reading. The study concluded that Liveworksheets effectively enhanced students' narrative reading skills and was viewed as a practical and advantageous learning medium.

Ingriyani et al., in research entitled *"The Effect of Using Liveworksheets on Students' Activeness and Vocabulary Mastery in Mts Masmur Pekanbaru,"*[19] investigated the extent to which Liveworksheets influenced students' participation and vocabulary acquisition. The researchers used a quasi-experimental one-group pre-test post-test design with a sample of 20 students. The outcomes revealed a clear increase in both students' activeness and vocabulary mastery following the use of Liveworksheets. The mean score rose from 77.80 on the pre-test to 84.05 on the post-test, showing a substantial improvement in vocabulary performance. Statistical tests indicated significance values below 0.05, confirming that the differences between pre-test post-test outcomes were meaningful. In conclusion, Liveworksheets proved to be

---

[19] Megy Ingriyani, "The Effect of Using Liveworksheet on Students' Activeness and Vocabulary Mastery in Mts Masmur Pekanbaru," *INNOVATIVE: Journal Of Social Science Research* Vol. 5(1) (2025), https://doi.org/10.31004/innovative.v5i1.17566.

moderately effectively in enhancing students' engagement and vocabulary mastery in English learning.

This research shares several similarities with previous studies that utilized digital media to enhance students' learning outcomes. Similar to Widyastuti et al., Dewi et al., Harini et al., Wardani and Sugandi, Subroto et al., and Ingriyani et al., this study integrates technology into the teaching process to create interactive learning experiences. Most of the studies, including the present one, applied a pre-experimental or quasi-experimental design and demonstrated that digital or online worksheets could effectively improve students' learning performance and motivation. However, some differences can be identified. While Widyastuti et al. used a game-based medium (Hangaroo Game) and Dewi et al. as well as Harini et al. applied digital worksheets in science and mathematics contexts, the current research focuses on language learning, particularly vocabulary mastery. Wardani and Sugandi also used Liveworksheets but for mathematical problem-solving, and Subroto et al. investigated its effect on reading skills. Although Ingriyani et al. examined Liveworksheets in relation to vocabulary mastery, their study involved different participants and quasi-experimental design. Therefore, this study specifically aims to improve eighth graders' vocabulary mastery through interactive Liveworksheets activities emphasizing receptive skills (reading and listening) at SMP Negeri 12 Kolaka Utara.

B. Literature Review

1. **Vocabulary**

    a. **Definition of Vocabulary**

    According to Dowdowski, vocabulary is the complete collection of words that exist within a language.[20] It includes all types of words such as nouns, verbs, adjectives, and other parts of speech used by speakers to communicate.

    Vocabulary represents a fundamental element of knowledge in the process of learning a language.[21] According to Richards, vocabulary plays a key role in language proficiency and forms the foundation for students' abilities in speaking, listening, reading, and writing.[22] Without adequate vocabulary, students may struggle to comprehend spoken and written texts, express their ideas accurately, and participate fully in communicative activities. Therefore, vocabulary mastery is a crucial component in the overall development of language competence.

    Based on the expert opinions presented earlier, it can be inferred that vocabulary includes all types of words in a language and is the main tool in communication. Mastery of vocabulary is essential in language learning because it supports speaking, listening, reading, and writing skills. With limited vocabulary mastery, students will have difficulty in understanding

---

[20] Sergina Pohan, "Memperkenalkan Vocabulary Melalui Lagu Pada Anak SD," *JURNAL ADAM: Jurnal Pengabdian Masyarakat* Vol. 1(2) (2022), https://doi.org/10.37081/adam.v1i2.386.

[21] Wahidin, "The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo," *Jurnal Sinestesia* Vol. 13(2) (2023).

[22] Richards, *Curriculum Development in Language Teaching*.

texts, expressing ideas accurately, and actively participating in communicative activities. Therefore, vocabulary development should be the main focus in an effort to improve overall language competence.

b. Types of Vocabulary

According to Hatch and Brown, words can be classified into two main categories, namely:[23]

1) Content Words

Content words are lexical words that contribute directly to the meaning of a sentence. They are classified into four main categories, namely nouns, verbs, adjectives, and adverbs.

a) Noun

A noun is a word class that functions to name or label entities, including people, animals, objects, places, qualities, and ideas. Nouns are commonly classified into various forms, namely proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns. Furthermore, based on countability, nouns are categorized into two groups namely countable nouns and uncountable nouns.

---

[23] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge University Press, 1995).

Based on Mohammed, noun is generally divided into several types, namely:[24]

1) Common Nouns

   A common noun is a noun used to name a person, place, or object in a general sense, not a particular or specific one. For example, the word "doctor" refers to any person with a medical profession, "country" refers to any nation in general, and "application" refers to any type of software or program used for various purposes.

2) Proper Nouns

   A proper noun is a type of noun used to identify specific name of a person, place, or object. Proper nouns help us identify particular individuals, countries, brands, or organizations, making our communication more precise. For example, "Mr. Mark" refers to a specific person, "Indonesia" refers to a particular country, and "YouTube" is the name of a specific digital platform.

3) Collective Nouns

   A collective noun refers to a word used to name a group of people, animals, or objects as one unit. Despite representing several individuals, it is commonly treated as a singular form in grammar. Collective nouns are useful in expressing the idea of unity or togetherness among individual elements. For example, the word "team" refers to a group of players working together, "family"

---

[24] Baneen Mohammed, "Nouns in English" (University of Misan, 2025).

represents a group of related individuals, and "flock" is used for a group of birds.

4) Abstract Nouns

An abstract noun is a noun that denotes something that cannot be seen or touched physically. It represents ideas, feelings, qualities, or concepts that exist in the mind or as an experience rather than a tangible object. For example, "happiness" refers to a feeling of joy, "love" represents a deep emotional connection, and "freedom" is a concept related to the ability to act or speak without restraint.

b) Verb

Verbs are words that convey actions, events, or processes within a sentence. They can be found in many forms, including the infinitive, third-person singular present, past tense, present participle, and past participle. While the past participle often matches the past tense, some verbs differ. Verbs are primarily categorized into auxiliary and lexical verbs.

Verbs have various forms, namely:[25]

1) Base form

Base form is the uninflected form of the verb that serves as the basic form from which other verb forms are derived. It is used in the infinitive, the imperative, and the present tense except for the third-person singular. For examples: *eat*, *go*, and *run*.

---

[25] Randolph Quirk and Sidney Greenbaum, *A University Grammar of English* (Longman, 1973).

2) Third-person singular present tense

This form is used when the subject is a singular third-person noun or pronoun (he, she, it). The verb typically adds -s or -es. For examples: *eats*, *goes*, and *runs*.

3) Past tense

This form refers to a past action. Regular verbs typically end in -ed, while irregular verbs vary. For examples: *ate*, *went*, and *ran*.

4) Present participle

It is formed by attaching the suffix -ing to the base form of the verb, it is used in continuous tenses and sometimes as adjectives. For examples: *eating*, *going*, and *running*.

Based on their inflectional patterns, verbs are classified into regular and irregular verbs.[26]

1) Regular Verb

Most English verbs are regular in their past and past participle forms. Regular verbs follow a predictable pattern. For example, the verb *work* changes as *work-worked-worked*, but to be cannot change regularly as the word work. In regular verbs, the past and past participle are typically formed by adding *-ed* to the base form.

---

[26] Mukhlasul Fasikh, *The Error Analysis of Regular and Irregular Verbs in the Simple Past Tense.*, Vol. 5(1) (2020), https://doi.org/10.37110/jell.v5i01.97.

2) Irregular Verb

Irregular verbs are a small set of commonly used verbs in English whose past tense and past participle do not follow the regular -*ed* pattern.[27] There are about 200 irregular verbs in total, including all auxiliaries. An example is *break*, which changes to *broke* in the past tense and *broken* as the past participle.

c) Adjective

Adjectives are words that modify a noun by providing additional information, either by preceding the noun or by following a copula verb. Therefore, adjectives are often considered descriptive because they indicate qualities or characteristics.

Adjectives consist of various categories with different functions:

1) Descriptive Adjectives

Descriptive adjectives give information about the qualities of a noun, such as size, shape, color, condition, origin, or personality traits. These are the most common type of adjectives. For examples: *happy*, *large*, *round*, *blue*, and *Indonesian*.

2) Quantitative Adjectives

These adjectives tell us about the quantity of a noun—how much or how many. They are especially important when dealing with numbers or amounts. For examples: *some*, *many*, *few*, *several*, and *a lot of*.

---

[27] Fasikh, *The Error Analysis of Regular and Irregular Verbs in the Simple Past Tense.*

3) Demonstrative Adjectives

Demonstrative adjectives function to identify particular nouns. They answer the question "Which one?" and are placed before the noun. For examples: *this*, *that*, *these*, and *those*.

4) Possessive Adjectives

Possessive adjectives indicate ownership or relationship. They come before a noun to indicate who something belongs to. Such as *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

5) Interrogative Adjectives

Interrogative adjectives are used in questions to describe nouns and ask for specific details. For examples: *which*, *what*, and *whose*.

d) Adverb

Adverbs are a large group of words that fall into two main types, namely those that give indirect details about an action, event, or process, including its time, place, or manner, and those that strengthen the meaning of other adverbs and adjectives.

According to Faisyal, there are five main types of adverbs:[28]

1) Adverbs of Time

Adverb of time describe the timing of an action, whether at a specific moment or in a more general sense. For examples: *yesterday*, *now*, *soon*, *later*, and *recently*.

---

[28] Rachmat Faisyal, *Easy English Grammar* (Kuttab Publishing, 2022).

2) Adverbs of Place

Adverbs of place show the location where an action happens. For examples: *here*, *there*, *everywhere*, *inside*, and *outside*.

3) Adverbs of Reason

Adverbs of reason are adverbs used to express the cause or reason for an action, event, or situation. For examples: *because*, *since*, *as*, *for*, *therefore*, *thus*, *consequently*, *so*, and *due to*.

4) Adverbs of Manner

Adverbs of manner are used to show how an action happens. They commonly end with the suffix *-ly* and give information about the way something happens. For examples: *quickly*, *slowly*, *carefully*, and *happily*.

5) Adverbs of Frequency

These adverbs show the frequency of an action. They range from actions that occur all the time to those that never occur. For examples: *always*, *usually*, *often*, *sometimes*, and *never*.

2) Function Words

Function words are words that primarily serve grammatical purposes and show the relationships among content words in a sentence.[29] Function

---

[29] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge University Press, 1995).

words are divided into several categories, including articles, prepositions, conjunctions, pronouns, and auxiliary verbs.

a) Articles

Articles are words used before nouns to clarify the meaning and reference of nouns in a given context. Articles indicate whether a noun is general or specific and whether it is already known or newly introduced in the discourse.

English articles consist of indefinite articles (*a* and *an*), which are used with singular countable nouns to refer to non-specific entities, and the definite article (*the*), which is used to refer to specific or known entities. Examples of article usage include *a book*, *an apple*, and *the book on the table*, which show how articles help make noun references clearer in communication.

b) Pronouns

Pronoun are words used to replace nouns that have already been introduced in a text. Pronouns consist of various categories, namely personal, reflexive, and possessive pronouns, which distinguish between first, second and third person. Other subclasses are interrogative pronouns, relative pronouns, indefinite pronouns and demonstrative pronouns.[30]

---

[30] Rachmat Faisyal, *Easy English Grammar* (Kuttab Publishing, 2022).

Through their various subclasses, pronouns express differences in person (first, second, third), number (singular/plural), gender, and case (subject, object, possessive, etc.).

c) Prepositions

Prepositions are words that function to link nouns to other elements within a sentence. They can express relationships of time (e.g., *after* the class), place (e.g., *in front of* a bus), or cause (e.g., *due to* his action), and many prepositions are capable of indicating more than one type of relationship.

d) Auxiliary Verbs

Auxiliary verbs are verbs that do not carry full lexical meaning. Instead, they function to support the main verb in a clause by expressing grammatical features such as tense, aspect, voice, mood, and by forming questions and negation. Common auxiliary verbs include *be, have, do* and modal verbs such as *can, could, mayI, might, will, shall, would, should, ought to, must,* and *have to.*[31]

e) Conjunctions

Conjunctions are words that function to join elements within a sentence, commonly connecting clauses and sometimes nouns. They are classified into coordinating conjunctions (such as *and*, *or*, and *but*), which link items of equal importance, and subordinating conjunctions

---

[31] Dhian Ayu Wardhani, "Pengertian Auxiliary Verb, Jenis, Dan Contoh Kalimatnya," *Akupintar.Id*, 2022.

(such as *when*, *if*, *why*, *whether*, and *because*), which establish a dependent relationship between elements. Subordination may also indicate time.

c. The Importance of Vocabulary in English Language Learning

According to Herlina, vocabulary is a fundamental component that learners must master in language learning, including English.[32] Meanwhile, Ayu explained that vocabulary is a vital element in learning English, as it facilitates the development of the four language skills: speaking, listening, reading, and writing.[33] Alfatihah pointed out that students experience various difficulties in speaking, particularly due to limited vocabulary, which causes them to hesitate when expressing their ideas.[34]

According to the opinions of experts, it can be inferred that vocabulary is a key element in English language learning. A strong vocabulary not only helps in understanding the material but also facilitates the mastery of the four main English skills: speaking, listening, reading, and writing. Without adequate vocabulary knowledge, students will face difficulties in following the learning process and developing their English language abilities optimally.

---

[32] Hana Nurwahidah Sudrajat & H. Herlina, "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo," *Jurnal Ilmiah VISI PPTK PAUDNI* Vol. 10(2) (2015).

[33] Mutiara Ayu, "Enhancing Descriptive Paragraph Writing of Secondary Students through Shared Writing," *Journal of Research on Language Education* Vol. 1(1) (2020).

[34] Alfatihah, "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School," *Journal of Language Teaching and Learning, Linguistics and Literature* Vol. 10(1) (2022), https://doi.org/10.24256/ideas.v10i1.2555.

d. Techniques of Teaching Vocabulary

According to Brewster, several techniques can be applied in teaching vocabulary:[35]

1. Using Objects: Using objects as a teaching technique involves the use of realia, visual aids, and demonstrations. This approach helps learners remember vocabulary more effectively, as memory for objects and images is strong, and visual support serves as a cue for word retention.

2. Drawing Objects: Drawing objects can be done either on the blackboard or on flashcards. Flashcards are reusable in various contexts, especially when they are made from durable materials such as plastic-coated cards, and they are particularly helpful for young learners.

3. Using Illustrations and Pictures: Illustrations and pictures play an important role in connecting learners' background knowledge with new material, thereby facilitating the learning of new vocabulary. Visual media are highly effective in making the meanings of unknown words clear and should be used regularly. These visuals may include posters, flashcards, wall charts, magazine pictures, drawings on the board, stick figures, photographs.

4. Contrast: Some vocabulary items can be easily clarified by presenting their opposites, for example *good* and *bad*. Nevertheless,

---

[35] Jean Brewster *et al.*, *The Primary English Teacher's Guide*, 2nd ed. (Pearson Education, 2002).

this strategy does not work for all words. Words with gradable opposites often have intermediate forms, such as *grey* between *white* and *black*, which makes contrast less precise.

5. Enumeration: Enumeration refers to presenting meaning by listing items that belong to a particular category in a complete and ordered manner. This technique is useful when a word cannot be easily explained through visual means. For example, the word *clothes* can be clarified by listing specific items such as shirts, trousers, or dresses.

6. Mime, Expressions and Gestures: Mime, facial expressions and gestures can be effectively use to introduce various vocabulary items. For instance, adjectives such as *sad* and *happy* can be taught through facial expressions, while actions like removing a hat can help explain concrete nouns. Gestures may include hand movements, facial expressions, pantomime, and full body actions. These techniques help learners infer the meaning of spoken words, as long as the gestures are clear and unambiguous.

7. Guessing from Context: To apply guessing from context in spoken or written texts, four components are needed: the reader, the text, unfamiliar words, and contextual clues combined with prior knowledge. This technique encourages students to take risks by guessing the meanings of unknown words, which helps build confidence and enables them to interpret vocabulary independently.

8. Eliciting: Eliciting is a technique that is more engaging and memorable than merely providing students with a list of words to memorize.

9. Translation: Although translation does not always promote students' active engagement with word meaning, it can help teachers see students' understanding and point out language differences that can cause errors. Some vocabulary items require translation, and this approach can be time-efficient.

2. Teaching Media

a. Definition of Teaching Media

According to Hakim, teaching media are tools that help teachers to create a learning process that is both effective and efficient.[36] Meanwhile, Andriani stated that teaching media function as tools for delivering messages and can encourage students' attention, interest, thoughts, and emotions during the learning process in order to achieve learning objectives.[37] Munadi explains that teaching media function as intermediary tools that help learners understand the material delivered by teachers, whether in printed or electronic form. Teaching media also facilitate the implementation of learning system components, enabling the learning process to be more effective and sustainable.[38]

---

[36] Abdul Hakim, "A Critical Review: Technology as Learning Media in Teaching Reading," *J-SHMIC: Journal of English for Academic* Vol. 11(1) (2024).

[37] Kiki Andriani, "Teaching Media in EFL Classrooms: What Are They and Why Select Them?" *Journal of Language Testing and Assessment (JLTA)* Vol. 2(1) (2022), https://doi.org/10.56983/jlta.v2i1.214.

[38] Yudhi Munadi, *Media Pembelajaran* (Rajawali Press, 2013).

Overall, the experts' opinions above indicate that teaching media is an aid in the teaching and learning process that functions to convey messages or materials from the teacher to the students in a more engaging and easily understandable way. This media can be in the form of print or electronic media, and its purpose is to enhance the effectiveness, efficiency, and retention of the learning process in achieving learning objectives. Teaching media also has the ability to attract students' attention and interest and influence their thoughts and emotions during learning.

b. **Kinds of Teaching Media**

According to Haryadi, there are various types of teaching media, namely:[39]

1) Print media refer to learning media that contain text, images, and other supporting materials used to facilitate the learning process. Examples include books, modules, magazines, pictures, posters, maps, bulletin boards, as well as projectable materials such as OHPs and slide projectors.

2) Audio media are media that use sound to convey information. They include radio broadcasts, audio recordings such as CDs and DVDs, podcasts, songs, music, MP3 files, telephones, language labs, and others.

---

[39] Rudi Haryadi, "Pengaruh Media Pembelajaran E-Learning Terhadap Hasil Belajar Siswa," *At-Ta`lim : Jurnal Pendidikan* Vol. 7(1) (2021), https://doi.org/10.36835/attalim.v7i1.426.

3) Audiovisual media refer to media that combine visual and auditory elements, allowing information to be seen and heard simultaneously. Examples include films, television, and videos.

4) Interactive multimedia refers to multimedia-based learning media that provide user control and allow active participation. Examples include games and other Android-based applications.

5) Real media are instructional resources consisting of real-life objects found in the environment, such as plants, rocks, currency, and others.

6) E-Learning is a form of digital learning media that operates through internet-connected devices such as computers, laptops, or smartphones. Examples include websites, Ruangguru, Zenius, Google Classroom, and similar platforms. E-Learning can assist teachers in the teaching and learning process because it is accessible at any time, even after the initial use.[40]

c. **The Role of Media in Improving Learning Effectiveness**

According to Hamalik, the use of teaching media can generate new interests and desires, enhance motivation, stimulate learning activities, and even produce psychological effects on students, thereby supporting the achievement of student competencies.[41] Additionally, Amalia stated that, overall, incorporating teaching media in learning provides various benefits,

---

[40] Muhammad Iksan, "Online English Learning at Junior High School: How the Students Perceive Schoology as Learning Media," *International Journal of Asian Education* Vol. 3(1) (2022), https://doi.org/10.46966/ijae.v3i1.268.

[41] Azhar Arsyad, *Media Pembelajaran* (Raja Grafindo Persada, 2002).

such as increasing students' motivation, broadening knowledge, stimulating curiosity, and fostering an inclusive learning environment.[42]

From the experts' perspectives above, it can be stated that teaching media have a significant function in enhancing the effectiveness of the learning process. In addition to stimulating students' interest and motivation, media also helps to broaden their knowledge, foster curiosity, and support the achievement of competencies through a learning environment that captures students' interest and includes everyone.

3. Liveworksheets

a. Definition of Liveworksheets

Liveworksheets is an application that converts traditional printable worksheets, such as documents, PDFs, and JPGs, into interactive online exercises, integrating videos, images, and audio.[43] According to Fauzi, Liveworksheets is a web-based platform that enables educators to utilize existing electronic worksheets (E-Worksheets) and create their own interactive versions online. These interactive worksheets provide learning variations that help prevent students from experiencing monotony in the learning process.[44]

---

[42] Fildzah Ghaisani Amalia, "Peran Media Dalam Meningkatkan Efektivitas Pembelajaran di Sekolah MA LAB UINSU," *Jurnal Studi Multidisipliner* Vol. 8(6) (2024).

[43] Afifah Widiyani, "Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Software Liveworksheets Pada Materi PPKn," *DWIJA CENDEKIA: Jurnal Riset Pedagogik* Vol. 5(1) (2021), https://doi.org/10.20961/jdc.v5i1.53176.

[44] Asri Fauzi, "Penggunaan Situs LiveWorksheets Untuk Mengembangkan LKPD Interaktif di Sekolah Dasar," *Mitra Mahajana: Jurnal Pengabdian Masyarakat* Vol. 2(3) (2021).

According to Fuada, Liveworksheets is a free web-based application accessible via search engines such as Google, Microsoft Edge, Chrome, Browser, and others. It allows teachers to transform traditional worksheets into interactive worksheets with automatic answer correction. Liveworksheets can serve as an alternative tool for online learning assessment, especially during the pandemic, alongside applications like Quizizz, Google Forms, Kahoot, and others.[45]

b. Features in Liveworksheets

There are several features provided by Liveworksheets, namely:

1) Worksheets

This feature allows teachers to search for worksheets that have been created by other educators. It is especially helpful for teachers who need worksheets as learning media but do not have enough time to create their own. The Worksheets feature on Liveworksheets offers a wide variety of worksheets across different subjects.

Here is how to use the Worksheets feature, namely:

a) Go to the Liveworksheets website

https://www.liveworksheets.com

b) Click the "Worksheets" menu at the top of the page.

c) Use the "Language" search box to select the language of the desired worksheets.

---

d) Use the "Search" search box to find worksheets using keywords related to the desired subject or lesson theme. For example: simple present, vocabulary, or 8th grade Math.

e) Use the 'From age' and 'To age' search boxes to set the appropriate age range of students for the worksheet, usually based on the age of the students being taught or those who will use the worksheet.

f) After determining the student age, language, and worksheet theme you want to use, press Enter or click Search next to the student age search box.

g) Then, after several worksheets matching the entered keywords appear, select and click on the desired worksheet.

h) Finally, if you want to share the worksheet, select the 'Custom link' menu, then copy the worksheet URL and share it with the students. However, if you want to download the worksheet, select the 'Download PDF' menu.

2) Create Worksheet

With this feature, teachers can create their own worksheets according to their preferences and creativity. This feature allows teachers the freedom to design worksheets based on the topic, level of difficulty, and the specific needs of their students.

Here is how to use Create Worksheet feature, namely:

a) Prepare the worksheet file that you want to make interactive in PDF or JPG format.

b) Enter the Liveworksheets website

https://www.liveworksheets.com

c) After entering the website, select the 'Worksheets' menu.

d) Then, in the Worksheets menu, click on the 'My Worksheets' option

e) Then, in the My Worksheets menu, click on 'Add Worksheet'.

f) In the Add Worksheet menu, click on 'Add media' to upload the worksheet file that was previously prepared to be made interactive
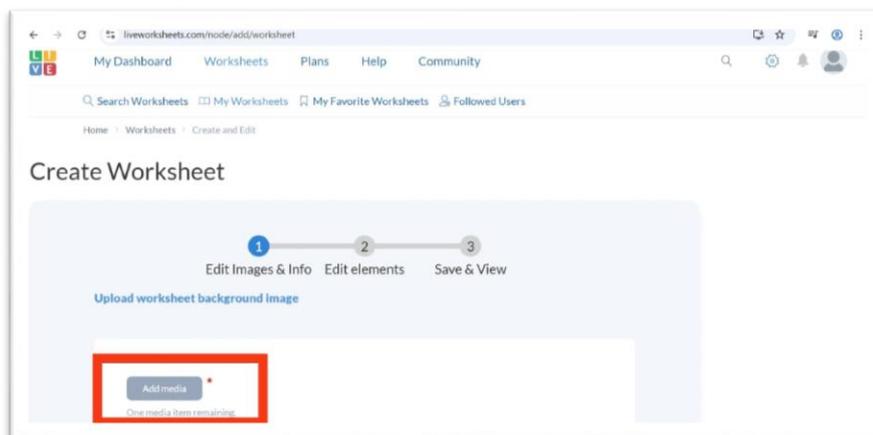
g) After that, describe the uploaded worksheet file by filling in the name, student language, subject, and description.
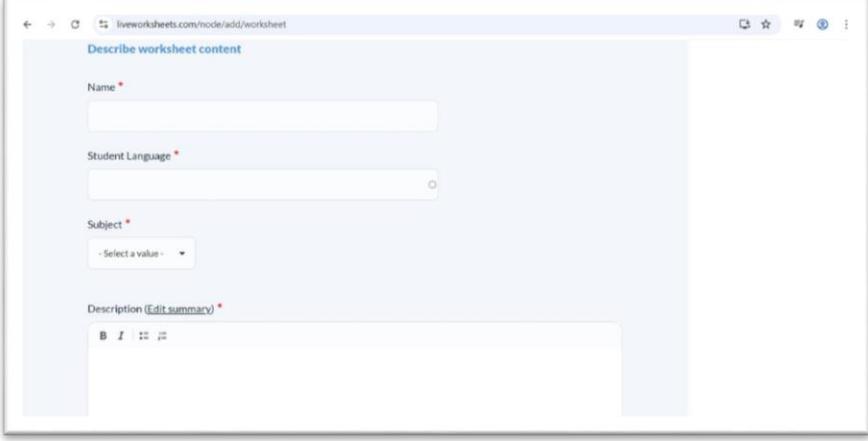
h) After adding the description, change the worksheet file from private to public so that it can be accessed by students and other Liveworksheets users.

i) Then, click on 'SAVE AND ELEMENTS'.

j) After that, add elements by clicking and dragging them onto the previously uploaded worksheet.
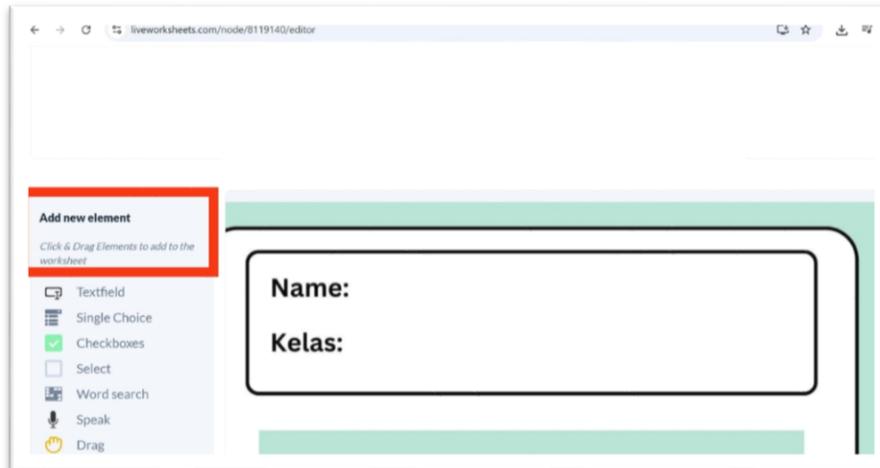
k) Finally, after adding the elements, click 'SAVE' to save the worksheet, or click 'SAVE AND VIEW' to save and view the worksheet you just created.

3) Variety of Question Types

    In Liveworksheets, there are various types of interactive questions that can be used when creating worksheets, namely:

    a) Checkboxes
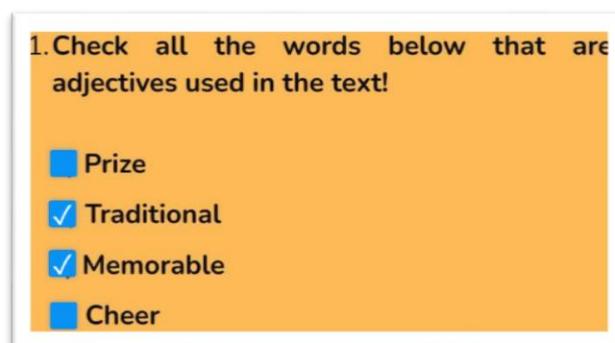
The Checkboxes feature allows teachers to create questions with more than one correct answer, allowing students to choose from several appropriate answer options. Unlike the Single Choice feature which only allows one correct answer, Checkboxes provide flexibility in the form of questions and increase the variety of exercises.

b) Drag and Drop

1. Based on the picture below, drag and drop the correct word onto the matching picture!

(_____ , Water relay, Decorated)

Tug of war
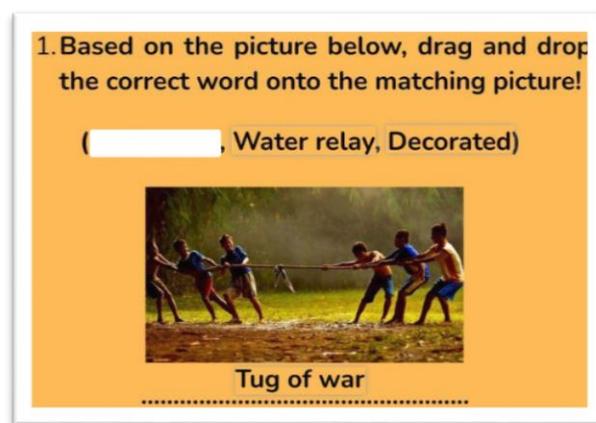
The Drag and Drop feature allow students to move or place elements (such as words, images, or other objects) from one location to another on the interactive worksheet. These elements are then placed in the appropriate location, for example, to fill in gaps in a sentence or label parts of an image.

c) Join

The Join feature is an interactive question type where students connect two matching columns, usually by drawing a line from a left-column item to the related item on the right.

d) Listening

The Listening feature in Liveworksheets is used to create interactive listening comprehension exercises. This feature allows teachers to insert audio into the digital worksheet, enabling students to listen to recordings—whether conversations, instructions, or reading texts—and then answer questions based on what they hear.
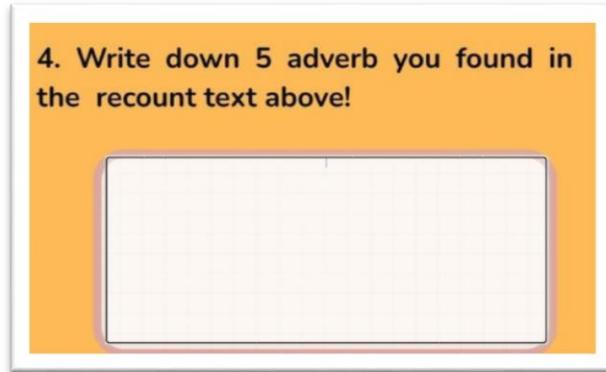
e) Open Answer

The Open Answer feature allows students to answer questions freely, without the constraints of multiple choice or other formats. Students can type their answers directly on the online worksheet. This feature is especially useful for essay questions or open-ended questions that require more detailed responses.

f) Select

The Select feature is a type of multiple-choice question in which students answer by clicking on the options provided.

g) Single Choice

The Single Choice feature in Liveworksheets is a multiple-choice question type where students can only select one correct answer from several available options. This question typically presents multiple answer choices, and students must choose the one they think is the most accurate.

h) Speak
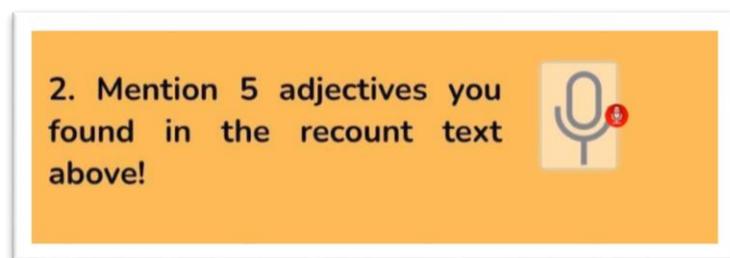
The Speak feature allows students to capture their own voice recordings directly while completing exercises or tasks. This feature is specifically designed to support speaking skills in language learning, especially for foreign languages such as English.

i) Textfield

The Textfield feature is an interactive element that allows teachers to create questions that require written answers, such as filling in the blanks or answering open-ended questions. In this feature, teachers add the correct answer to the given question so that students' answers will be automatically graded.

j) Word Search

The Word Search feature is an interactive question model where students are asked to find specific words hidden in a letter grid. Students are then required to select and mark those words in the

grid. This is a fun and interactive method to enhance vocabulary and problem-solving skills.

4) Interactive Learning Media

Liveworksheets provides interactive learning media features that allow teachers to integrate various types of digital media, such as YouTube videos, PowerPoint (PPT) presentations, and MP3 audio, into the digital worksheets. These features aim to enhance student engagement and enrich the learning experience interactively. These features make Liveworksheets not just a platform for creating questions, but also a rich multimodal learning media that is adaptive to the development of educational technology.

a) Audio MP3
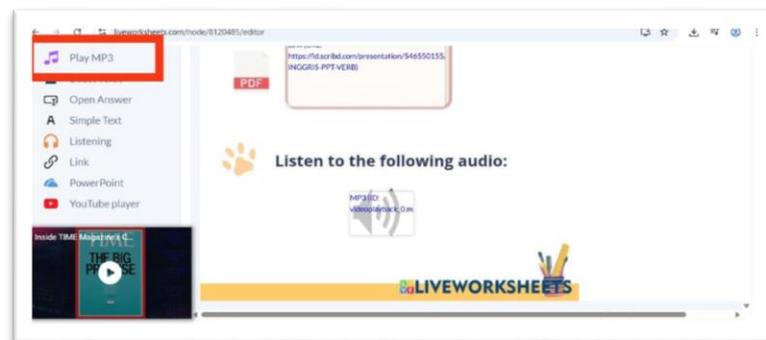
In this MP3 audio feature, teachers can embed voice recordings such as conversations, instructions, or songs into the worksheet. This is very useful for improving listening comprehension skills and sensitivity to pronunciation or intonation in foreign languages. This feature can also be used to accommodate students with auditory learning styles.

b) PowerPoint (PPT)

Liveworksheets also provides the option to embed PowerPoint (PPT) presentations. By embedding a PPT file containing explanations, images, or diagrams, teachers can deliver complex information in a more systematic and visual way. Students can access the material before completing the exercises, allowing for a gradual and guided learning process.

c) Youtube Video
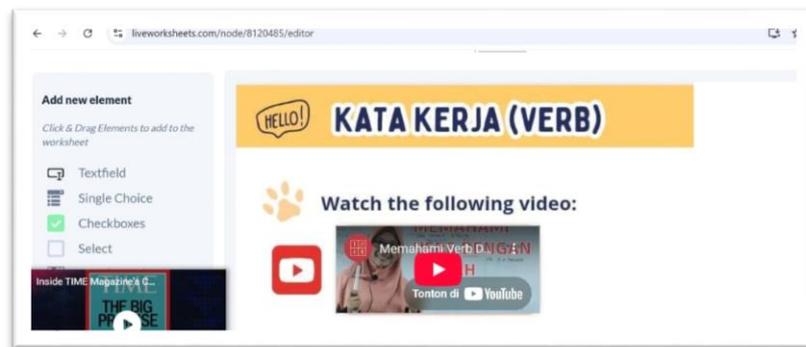
Teachers can insert YouTube video links into the worksheet so that students can watch the material before or after completing the exercises.

5) Class Group
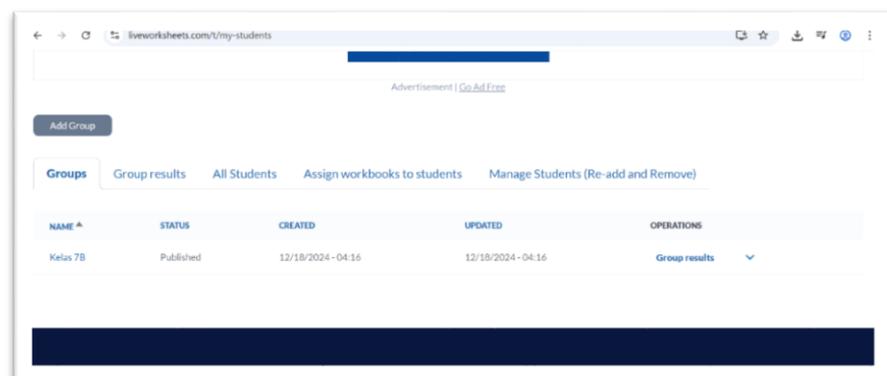
The class group feature allows teachers to form virtual classes where students can join using the class code or through direct invitation. With this feature, teachers can not only assign tasks to students, but can also monitor progress, assess work, and organize learning activities in a more organized and efficient manner. Once students are in the group, teachers can assign selected worksheets, see who has worked on them, check results, and even give grades or comments.

c. How to use Liveworksheets (for teachers)

1) Sign Up: If the teacher does not have an account yet, they must first create one.

   a) Visit the website https://www.liveworksheets.com.

   b) Then click "Signup."

   c) Next, click "Teacher" for the account type.

   d) Then, fill in your personal information (such as email, birthday, country, full name) along with the desired password for the account.

2) Searching for Existing Worksheets

   a) Click the "Worksheets" menu.

   b) Then, use the search bar to find the desired worksheet based on subject, grade, and language.

   c) After finding the desired worksheet, it can be directly used or shared with students.

3) Creating Your Own Worksheets

   a) Prepare your worksheet file in PDF, JPG, or PNG format.

b) Click the "Worksheet" menu and then "My Worksheets."

c) Then, click "Add Media."

d) After that, upload the previously prepared file.

e) Add interactive elements such as textboxes, single choice, join, drag and drop, open answer, and so on.

f) Once finished, the worksheet can be saved and published.

4) Creating a Student Group

a) Click the "My Students" menu.

b) Then, click "Add Group."

c) Next, enter the class name and details.

d) Once the group is successfully created, the teacher can add students one by one or provide the group code for students to join.

5) Assigning Tasks to Students

a) Select the worksheet you want to assign.

b) Then, click "Embed in my website with custom link."

c) Next, fill out the assignment form, such as setting a time limit, grading options, and so on.

d) Finally, after filling out the assignment form, the teacher can copy the worksheet link and share it with students via WhatsApp, Google Classroom, or other platforms.

6) Viewing Student Results or Scores

a) The teacher logs into their Liveworksheets account.

b) Then, click on the "My Dashboard" menu.

c) Next, click on the "My Mailbox" menu.

d) In the "My Mailbox" menu, the teacher can see who has submitted their assignments, along with their scores and the time they spent completing the assigned tasks.

d. How to use Liveworksheets (for students)

1) Sign Up

a) Visit the website https://www.liveworksheets.com.

b) Next, click "Signup."

c) Then, click "student" for the account type.

d) After that, enter the group code (if a group code has been provided by the teacher or school).

e) Then, fill in your personal details (such as email, birthday, country, full name) along with the desired password for the account.

2) Completing the Worksheet

a) Open the assignment link given by the teacher.

b) Then, fill in the responses as directed by the worksheet instructions, for example:

1. Type in the text box if the task is in the form of a textfield or open answer.

2. Choose an answer if the task is in the form of single choice.

3. Mark the answers if the task is in the form of checkboxes or select.

4. Match the answers if the task is in the form of join.

   5. Press the record button to answer if the task is in the form of speak.

c) After finishing the answers, click the "finish" button.

d) Then, enter your full name, group/level, and school subject.

e) After that, click the "Submit" button.

f) Finally, click the "Send Results" button to send the completed worksheet results to the teacher.

e. Advantages and Disadvantages of Liveworksheets

According to Widiantho, the advantages and disadvantages of Liveworksheets, namely:[46]

1) Advantages:

 a) For Teachers

   1. The platform provides a wide range of educational materials for different subjects and grade levels. Teachers can conveniently locate worksheets that match their curriculum and teaching objectives, saving time and effort in preparing or sourcing materials from scratch.

   2. Liveworksheets enables customization and flexibility, allowing teachers to modify existing materials or create their own worksheets by incorporating multimedia elements, instructions, and questions tailored to students' learning levels and abilities. This

---

[46] Yuri Widiantho, "Enhancing Learning with Liveworksheets: Perceptions, Advantages, Disadvantages, and Impacts," *LingPoet: Journal of Linguistics and Literary Research* Vol. 4(3) (2023).

customization enhances the effectiveness and relevance of the materials, ensuring they address students' specific needs.

3. Liveworksheets supports teachers in monitoring and assessment by providing tools to track students' progress, review responses, and offer feedback. These features enable ongoing formative assessment, allowing educators to identify students' strengths and weaknesses, make data-informed instructional decisions, and provide targeted support.

4. Liveworksheets supports differentiated instruction by providing a variety of exercises that accommodate diverse learning styles and abilities. Teachers can assign personalized tasks and adjust the difficulty of worksheets to address individual student needs, ensuring that all learners are suitably challenged and supported.

b) For Students

1. The platform supports personalized learning, allowing students to work at their own pace with interactive exercises that address their specific needs.

2. The platforms' instant feedback feature helps students quickly recognize their strengths and weaknesses, and make necessary improvements. This feature encourages active engagement and enhances their comprehension of the subject matter.

3. Liveworksheets increases student engagement through interactive elements such as drag-and-drop activities, multimedia integration,

and interactive simulations. The inclusion of videos, images, and audio captures students' attention, strengthens their connection with the material, and enhances motivation and interest in learning.

4. Liveworksheets offers flexibility and accessibility, allowing students to reach learning resources whenever and wherever they want with an internet connection. This feature supports self-paced learning, enables students to review materials at their convenience, and facilitates remote learning beyond the traditional classroom.

2) Disadvantages

a) For Teachers

1. Teachers who are new to Liveworksheets may need time to become familiar with the platform and its functionalities. They might encounter a learning curve when creating or editing worksheets, exploring all available features, and integrating multimedia elements effectively.

2. Relying on technology introduces the risk of technical problems. Slow internet, device restrictions, or compatibility issues can disrupt teachers' ability to utilize Liveworksheets effectively.

These technical difficulties may interfere with instructional planning and require problem-solving, potentially consuming significant time and causing frustration for educators.

  b) For Students

    1. An internet connection is necessary for the platform, which may be problematic for students with limited or unstable access, affecting their ability to complete assignments and access learning resources.

    2. Students may face technological challenges, including slow internet connections, device limitations, or compatibility issues.

4. Interactive Learning

a. Definition of Interactive Learning

Interactive learning is an approach to learning that involves active engagement and participation of learners in the learning process, often through interactions with peers and technology. According to Darmaji, interactive learning involves students actively in the learning process, encouraging deep and reflective understanding rather than simply receiving information from the teacher.[47]

---

[47] D Darmaji *et al*., "Science Processing Skill and Critical Thinking: Reviewed Based on the Gender.," *JPI (Jurnal Pendidikan Indonesia)*, 2022Vol. 11(1), 133–41.

The main components of interactive learning strategies, namely:[48]

a) Teacher

The teacher serves as a key element in learning and remains a primary factor. This refers to educational professionals who are qualified to facilitate learning and actively contribute to the organization of educational activities.

b) Learners

Learners are active participants in educational activities, aiming to transform their potential into tangible skills. Their development can be influenced by the teacher, interactions with peers, and the effective use of learning resources.

c) Objectives

Learning objectives act as a foundation for identifying and implementing appropriate instructional strategies.

d) Learning Materials

Learning materials act as a medium to accomplish learning objectives and consist of content that is organized systematically, dynamically, and purposefully.

---

[48] Noor Fakhrul Arifin, *Implementasi Strategi Interactive Learning Dalam Peningkatan Kemampuan Komunikasi Siswa Pada Pembelajaran PAI Di Sekolah Menengah Pertama (SMP) NU Al Ma'ruf Kudus*, 2017.

e) Learning Activities

To effectively achieve learning objectives, learning strategies should be designed in accordance with the principles of interactive learning and adapted to students' needs and abilities.

f) Learning Resources

Learning resources are any sources that can be used to access learning materials. They may include community and environmental resources, books, mass media, libraries, and other relevant sources.

g) Evaluation

Evaluation measures the achievement of learning objectives and offers feedback to improve strategies and assess learners' outcomes.

h) Learning Environment or Situation

The learning environment significantly affects teachers' decisions regarding instructional strategies. This includes both the physical setting and the overall classroom atmosphere.

b. Principles of Interactive Learning

Activity-based interactive learning activities are based on several principles, including:[49]

a) Somatic: In somatic learning, students engage in physical activities that facilitate collaboration with others in pairs or groups, involving movement within and outside the classroom setting.

b) Auditory: In the auditory approach, students are encouraged to engage in active listening to various informational sources

c) Visual: Visual learning allows students to observe images or the environment around them.

d) Intellectual: In the intellectual approach, students are encouraged to engage in questioning and answering concerning aspects of their learning environment.

C. Conceptual Framework

The conceptual framework aimed to provide an overview of the basic concepts used in this research in order to illustrate the correct flow of thought, while also accommodating the existing problems.

The researcher used a pre-experimental design method. As a form of a pre-test, the framework of this research began with giving a task to measure students' vocabulary knowledge before the treatment using Liveworksheets. In the

---

[49] Elfa Sumiyati, "Penggunaan Model Pembelajaran Interaktif Berbasis Aktivitas Untuk Meningkatkan Prestasi Belajar Siswa Kelas VI Pada Pelajaran PKN SD Negeri 09 Kabawetan," *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* Vol. 10(2) (2017).

treatment, the researcher used Liveworksheets as a learning media to teach vocabulary. After that, as a form of post-test, the researcher gave a task to measure students' vocabulary knowledge after they had received vocabulary learning by using Liveworksheets. Teaching vocabulary using Liveworksheets was expected to improve students' learning outcomes and vocabulary knowledge.

The conceptual framework of this research is illustrated in the diagram below.

```
┌─────────────────────────────────────────┐
│  The students have difficulty understanding and │
│  using English vocabulary in learning contexts. │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Vocabulary refers to the complete set of words in │
│  a language (Dowdowski). │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Technology-based media, such as instructional │
│  videos and educational apps, can enhance │
│  student engagement and improve the │
│  effectiveness of the learning process (Harahap). │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Liveworksheets converts paper-based tasks │
│  into engaging online exercises with multimedia │
│  support. │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Pre-experimental with a one-group pre-test │
│  post-test design. │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  The students show a significant improvement │
│  in their vocabulary mastery. │
└─────────────────────────────────────────┘
```

D. Hypothesis of the Research

The hypotheses of this research are:

H_0 = The use of Liveworksheets is not effective in improving eighth graders'
vocabulary in junior high school.

H_1 = The use of Liveworksheets is effective in improving eighth graders'
vocabulary in junior high school.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study applied a pre-experimental research method using a One Group Pre-test Post-test design. The researcher administered a pre-test to the treatment group prior to the implementation of the treatment. Following the completion of the treatment, students' achievement was measured through a post-test. The research design is shown in the diagram below:[50]

Table 3. 1 Representations of The Design

Pre-test	Treatment	Post-test
T1	X	T2

Where:

T1 = Test before the treatment (pre-test)

X = Treatment using Liveworksheets

T2 = Test after treatment (post-test)

B. Research Setting

1. Location of the research

   This research took place at SMP Negeri 12 Kolaka Utara, located on Jl. Poros Pakue-Puundoho, Kec. Pakue Utara.

---

[50] Zeiniaty R. Sabaru, "The Use of LiveWorksheets (LWS) for Vocabulary Learning," *SoCul:International Journal of Research in Social Cultural Issue* Vol. 3(1) (n.d.).

2. Time of the research

This research was conducted from 29 July to 23 August 2025. The pre-test was administered on 29 July 2025, followed by the treatment conducted from 2 to 19 August 2025. The post-test was carried out on 23 August 2025 to measure the students' achievement after the treatment.

C. Research Variables

This study involved two types of variables, namely:

1. Independent Variable

Independent variables are elements that impact or produce changes in other variables. Within this research, the independent variable is interactive learning with Liveworksheets.

2. Dependent Variable

The dependent variable refers to the variable that is influenced by the independent variable. Within this study, the dependent variable is eighth graders' vocabulary.

D. Population and Sample

a. Population

The population of this study was eighth grade students of SMP Negeri 12 Kolaka Utara. There were 67 students in the eighth grade, which is divided into 3 classes, namely classes VIII A to C.

b. Sample

Purposive sampling was applied to choose the participants for this study. One eighth-grade class (Class VIII A, N = 20) was chosen because the students demonstrated low vocabulary proficiency and low interest in learning English.

E. Research Instruments

The study utilized pre-test and post-test instruments to measure how effective Liveworksheets are in improving eighth graders' vocabulary at SMP Negeri 12 Kolaka Utara.

1. Pre-test

   The pre-test was conducted before using Liveworksheets to find out the students' initial level of English vocabulary.

2. Post-test

   The post-test was administered after the Liveworksheets treatment to measure students' progress in mastering vocabulary.

The types of questions used in the pre-test and post-test were made equal in terms of difficulty level and material tested, so that the results could be compared objectively. The comparison of pre-test and post-test results allowed the researcher to determine how the implementation of Liveworksheets influenced students' achievement, especially regarding vocabulary mastery.

F. Data Collection Procedures

Data collection in this study was conducted using three instruments:

1. Pre-test

At the initial stage of the research, students were administered a pre-test to assess their foundational ability in vocabulary mastery, specifically vocabulary related to the "Celebrating Independence Day" recount text. Prior to the pre-test, students were introduced to Liveworksheets and provided with a brief tutorial on how to operate the platform. The pre-test consisted of an assignment containing five questions, which the students answered based on the recount text.

a) In question number 1: the students answered questions that asked them to connect two matching columns by drawing lines from the items on the left to the correct items on the right, based on the given recount text.

b) In question number 2: the students completed fill-in-the-blank questions derived from the recount text provided earlier, where they were asked to fill in the missing parts of sentences with the correct vocabulary.

c) In question number 3: the students answered drag-and-drop questions, where they were asked to drag the vocabulary words and drop them onto the correct pictures.

d) In questions number 4: the students answered checkboxes question based on the given recount text, which asked them to select several correct answers from the provided options.

e) In questions number 5: the students responded to multiple-choice questions from the given recount text by selecting the correct answer from the provided choices.

By administering this test, the researcher could see the students' level of vocabulary mastery before the treatment started.

2. Treatment

Following the pre-test, the students underwent treatment by learning with Liveworksheets over six meetings. At this stage, they were given the opportunity to learn new vocabulary through recount texts using Liveworksheets, which offered interactive exercises. The worksheets used in this treatment were themed "Celebrating Independence Day", with different sub-themes for each meeting except the first. In the second and third meetings, the worksheets focused on the sub-theme "The Champion of Panjat Pinang". The fourth and fifth meetings used worksheets with the sub-theme "Going to a Parade", while the sixth meeting presented the sub-theme "Independence Day at SMPN 12 Kolaka Utara". The treatment steps were described as follows:

a) The first meeting

1) The researcher greeted the students and introduced herself.

2) The researcher began the lesson by eliciting the students' prior knowledge through several questions about their past experiences.

3) The researcher then conducted a simple guessing game related to past events to make the students more engaged and motivated.

4) During the activity, the researcher also used prompting by giving clues and guiding questions to support students when they experienced difficulty in responding.

5) After the game and discussion, the researcher informed the students that they would learn about recount text.

6) Next, the researcher provided the students with the link to the worksheets.

7) The researcher explained the material about recount text, including its definition, purpose, generic structure, and language features.

8) Afterward, the researcher instructed the students to watch a YouTube video about recount text, which had been included in the worksheets, to improve their comprehension of the topic.

b) The second meeting

1) The researcher shared the worksheets link with the students.

2) The researcher explained what verbs are, including regular and irregular verbs, and provided examples of verbs that could be found in a recount text.

3) After that, the researcher asked the students to memorize the examples of regular and irregular verbs that had been previously given.

4) Next, the researcher asked the students to answer several Textfield questions based on a recount text in the worksheet that had been

previously shared. However, before that, the researcher first explained to the students how to answer the questions.

5) After the students had finished answering the questions, the researcher reviewed and corrected their answers at the end of the lesson.

c) The third meeting

1) The researcher shared the worksheets link with the students.

2) The researcher explained what a noun is and provided examples of nouns that could be found in a recount text.

3) Next, the researcher asked the students to answer several Drag and Drop questions based on a recount text in the worksheet that had been previously shared. However, before that, the researcher first explained to the students how to answer the questions.

4) After the students had finished answering the questions, the researcher reviewed and corrected their answers at the end of the lesson.

d) The fourth meeting

1) The researcher shared the worksheets link with the students.

2) The researcher explained what an adjective is and provided examples of adjectives that could be found in a recount text.

3) Next, the researcher asked the students to answer several Checkboxes questions based on a recount text in the worksheet that had been previously shared. However, before that, the researcher first explained to the students how to answer the questions.

4) After the students had finished answering the questions, the researcher reviewed and corrected their answers at the end of the lesson.

e) The fifth meeting

1) The researcher shared the worksheets link with the students.

2) The researcher explained what an adverb is and provided examples of adverbs that could be found in a recount text.

3) Next, the researcher asked the students to answer several Select questions based on a recount text in the worksheet that had been previously shared. However, before that, the researcher first explained to the students how to answer the questions.

4) After the students had finished answering the questions, the researcher reviewed and corrected their answers at the end of the lesson.

f) The sixth meeting

1) The researcher shared the worksheets link with the students.

2) After that, the researcher explained what a connector is and provided examples of connectors that could be found in a recount text.

3) Next, the researcher asked the students to answer several Join questions based on a recount text in the worksheet that had been previously shared. However, before that, the researcher first explained to the students how to answer the questions.

4) After the students had finished answering the questions, the researcher reviewed and corrected their answers at the end of the lesson.

5) Lastly, the researcher reflected on the learning process and then closed the meeting.

3. Post-test

Once the treatment ended, the students took a post-test to measure the extent of their vocabulary improvement after using Liveworksheets in the learning process. The post-test questions were similar to the pre-test in terms of difficulty level and material tested, allowing the results to be compared objectively. The post-test was in the form of an assignment consisting of 5 questions that the students answered based on a recount text.

G. Data Analysis Technique

After the data were collected, the researcher conducted data analysis using the following formula.

1. Classifying the scores into five levels classification was as follows:

Table 3. 2 Score Classification

No	Score	Classification
1	86-100	Very Good
2	76-85	Good
3	56-75	Fair
4	36-55	Poor
5	≤35	Very Poor

2. Automatic checking and scoring through Liveworksheets

   Liveworksheets automatically checks and scores students' answer once they

   submit their work. Each correct answer worth 10 points.

3. Calculating the number of students per change:

   $$\text{Percentage of Transition} = \frac{Number\ of\ students\ in\ each\ change}{Total\ studentst} \times 100\%$$

4. Calculating the rate percentage of the students score:

   $$P = \frac{F}{N} \times 100\ \%$$

   Where:

   P = Percentage

   F = Frequency

   N = Total number of samples

5. To determine the mean score, the following formula was applied:

   $$X = \frac{\sum x}{N}$$

   Where:

   X = Mean

   $\sum$ = Total score

   N = The total number of students

6. Analyzing the variation of scores from the mean:

   $$S = \frac{\sqrt{\sum(x - \bar{x})^2}}{N - 1}$$

   Where:

   S = Standard deviation

x = Each student's score

$\bar{x}$ = Mean

N = Number of students

7. The significant difference between pre-test and post-test scores was analyzed using Microsoft Excel 365 through the t-Test: Paired Two Sample for Means option in the toolbar menu. The calculation of the effect size (Cohen's d) also conducted in Excel.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter discusses the findings of the research concerning the implementation of interactive learning with Liveworksheets to improve the eighth graders' vocabulary in junior high school. The findings are based on the data collected through pre-test and post-test, which are then analyzed to determine the students' vocabulary improvement after the treatment.

1. The Students' Score in Pre-test

The students' pre-test scores were obtained to determine their initial vocabulary mastery before implementing interactive learning using Liveworksheets. This initial data served as a baseline for measuring their improvement. The following table display a detailed overview of the students' pre-test results.

Table 4. 1 Students' pre-test scores

No	Students	Score	Categories
1	S1	60	Fair
2	S2	30	Very Poor
3	S3	60	Fair
4	S4	30	Very Poor
5	S5	30	Very Poor
6	S6	30	Very Poor
7	S7	40	Poor

8	S8	30	Very Poor
9	S9	30	Very Poor
10	S10	50	Poor
11	S11	40	Poor
12	S12	30	Very Poor
13	S13	50	Poor
14	S14	50	Poor
15	S15	20	Very Poor
16	S16	80	Good
17	S17	70	Fair
18	S18	70	Fair
19	S19	80	Good
20	S20	30	Very Poor
Total		910	
Mean		45.5	Poor
Max		80	
Min		20	

Table 4.1 presents the students' pre-test scores. The researcher categorized the students' results as follows: 9 students were classified as very poor category, 5 as poor category, 4 as fair category, and 2 as good category. The students' minimum score was 20, while the maximum score reached 80. The mean score of the pre-test was 45.5, which is categorized as poor. The large number of students in the poor and very poor categories indicates that the students still lacked sufficient vocabulary mastery before the implementation of interactive learning with Liveworksheets.

2. The Students' Score in Post-test

    The students' post-test scores were obtained after the implementation of interactive learning with Liveworksheet. The post-test was conducted to assess the students' vocabulary mastery after receiving the treatment. The detailed distribution of the students' post-test scores is presented in the following table.

Table 4. 2 Students' post-test scores

No	Students	Score	Categories
1	S1	90	Very Good
2	S2	70	Fair
3	S3	90	Very Good
4	S4	60	Fair
5	S5	70	Fair
6	S6	50	Poor
7	S7	80	Good
8	S8	50	Poor
9	S9	50	Poor
10	S10	80	Good
11	S11	80	Good
12	S12	70	Fair
13	S13	80	Good
14	S14	80	Good
15	S15	40	Poor
16	S16	100	Very Good
17	S17	100	Very Good

18	S18	90	Very Good
19	S19	100	Very Good
20	S20	60	Fair
Total		1.490	
Mean		74.5	Fair
Max		100	
Min		40	

Table 4.2 shows the students' post-test scores after being given the treatment. Based on the classification results, 6 students were categorized as very good category, 5 as good, 5 as fair, and 4 as poor. Students' scores ranged from a minimum of 40 to a maximum of 100. The mean score of the post-test was 74.5, which was classified as fair category. The findings also showed that no students were in the very poor category, indicating a significant improvement in students' vocabulary mastery after the implementation of interactive learning with Liveworksheets.

3. Distribution of Students Improvement

To obtain a clearer picture of individual progress, the researcher analyzed the transition of each students' category from the pre-test to the post-test. The distribution of students' improvement by category transition is presented in the following table.

Table 4.3 Distribution of Students Improvement

No	Category Change (Pre-test → Post-test)	Number of Students	Percentage (%)
1	Very Poor → Poor	4	20%
2	Very Poor → Fair	5	25%
3	Very Poor → Good	0	0%
4	Very Poor → Very Good	0	0%
5	Poor → Fair	0	0%
6	Poor → Good	5	25%
7	Poor → Very Good	0	0%
8	Fair → Good	0	0%
9	Fair → Very Good	4	20%
10	Good → Very Good	2	10%
11	No Change	0	0%
	Total	20	100%

Table 4.3 shows that all students experienced an improvement in their performance categories from the pre-test to the post-test. A total of 4 students (20%) improved from Very Poor to Poor, 5 students (25%) from Very Poor to Fair, 5 students (25%) from Poor to Good, 4 students (20%) from Fair to Very Good, and 2 students (10%) from Good to Very Good. No students remained in the same category, indicating that all students made progress after the treatment.

Qualitative evidence, also supports these results. For example, one student who was previously unable to identify any object in the pre-test was

able to name two pictures correctly in the post-test. Another student who initially answered only one item correctly in the Join question (matching vocabulary to its meaning) increased to three correct answers after the treatment. These findings reinforce that the use of Liveworksheets was effective in improving students' vocabulary mastery.

4. The Rate Percentage of the Students Score

The percentage rates of students' score classifications for both the pre-test and post-test are shown below.

Table 4. 4 The Rate Percentage of the Students Score

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very Good	86-100	0	0%	6	30%
2	Good	76-85	2	10%	5	25%
3	Fair	56-75	4	20%	5	25%
4	Poor	36-55	5	25%	4	20%
5	Very Poor	≤35	9	45%	0	0%
	Total		20	100%	20	100%

Table 4.4 illustrates the percentage rates of students' score categories for the pre-test and post-test. The pre-test showed no students in the very good category, while the post-test recorded 6 students (30%) at this level. In the good category, only 2 students (10%) were recorded in the pre-test, and this number increased to 5 students (25%) in the post-test. In the fair category, 4 students (20%) were found in the pre-test and 5 students (25%)

in the post-test. For the poor category, 5 students (25%) were in the pre-test and decreased to 4 students (20%) in the post-test. Meanwhile, the very poor category had the highest frequency in the pre-test with 9 students (45%), but no students (0%) remained in this category after the post-test.

5. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

The following part shows the mean score and standard deviation of the students' pre-test and post-test results.

Table 4. 5 The Mean Score and Standard Deviation

	N	Mean	Standard Deviation
Pre-test	20	45.5	18.77
Post-test	20	74.5	18.20

Table 4.5 presents the mean score and standard deviation of the students' pre-test and post-test. The results showed that the mean score of the pre-test was 45.5 (SD = 18.77), while the post-test produced a mean of 74.5 (SD = 18.20). The relatively high standard deviation in both tests indicates that the students' scores were widely dispersed and varied considerably within the group. However, the slightly lower standard deviation in the post-test suggests that the students' scores became more consistent after the treatment, even though there was still some variability. This means that not only did the students' average vocabulary mastery improve, but the distribution of their scores also showed greater uniformity.

6. Hypothesis analysis using Microsoft Excel

Table 4. 6 Hypothesis analysis using Microsoft Excel

	Pre-test	Post-test
Mean	45.5	74.5
Variance	352.3684	331.3158
Observations	20	20
Pearson Correlation	0.909592	
Hypothesized Mean Difference	0	
Df	19	
t Stat	-16.4569	
P(T<=t) one-tail	5.33E-13	
t Critical one-tail	1.729133	
P(T<=t) two-tail	1.07E-12	
t Critical two-tail	2.093024	

A paired-sample t-test conducted in Microsoft Excel was used to test the hypothesis, determining if students' vocabulary scores differed significantly before and after the treatment. The pre-test mean was 45.5 with variance of 352.37, while the post-test mean increased to 74.5 with a variance of 331.32. With a Pearson correlation of 0.91, there was a strong positive link between the students' pre-test and post-test scores.

The t-test results showed a t-value of -16.46 with a two-tailed p-value of 1.07×10^{-12}, which is far below the significance level of 0.05. The critical t-value for the two-tailed test was 2.09. The negative sign of the t-value (-16.46) only shows the direction of the difference between the pre-test and post-test mean scores. It means that the post-test scores were higher than the

pre-test scores. In hypothesis testing, what matters is the absolute value of the t-value ($|t|$), not the sign. If the absolute t-value is greater than the critical value from the t-table ($|t| = 16.46 > $ t-critical $(0.05,$ df $=19) = 2.09$), it indicates a significant difference.

Since the absolute t-value was greater than the critical value and the p-value was much smaller than 0.05, the null hypothesis (H_0) was rejected. This indicates that the implementation of interactive learning with Liveworksheets had a statistically significant effect on improving the students' vocabulary scores.

7. Effect size calculation using Cohen's d

To evaluate the treatments' impact, the effect size was computed using Cohen's d for a paired-sample design.

Table 4.7 Effect size calculation using Cohen's d

Statistic	Value	Interpretation
Cohen's d (paired)	3.69	Large effect

The calculated value of Cohen's d was 3.69, which indicates a large effect according to Cohen's (1988) classification.[51] This result shows that the implementation of Liveworksheets had a strong effect on students' vocabulary mastery.

---

[51] Gail M. Sullivan, "Using Effect Size—or Why the P Value Is Not Enough," *Journal of Graduate Medical Education* 4(3) (2012).

B. Discussion

This research discusses the effectiveness of using interactive learning with Liveworksheets to improve the eighth graders' vocabulary at SMP Negeri 12 Kolaka Utara. The study was conducted in class VIII A with 20 students by employing a pre-experimental design using one group pre-test and post-test. The purpose of this research was to investigate whether Liveworksheets with its multimedia features such as audio, images, and drag-drop tasks, could enhance students' vocabulary mastery and create a more engaging learning environment.

The findings revealed that the students' average vocabulary score improved significantly after the implementation of Liveworksheets. The pre-test mean score was 45.5, which was categorized as poor, while the post-test mean score increased to 74.5, categorized as fair. The number of students in the very poor category decreased from 45% in the pre-test to 0% in the post-test, while students achieving very good scores increased from 0% to 30%. These results indicated a remarkable improvement in students' vocabulary mastery after receiving treatment.

Based on the hypothesis testing, the paired-sample t-test showed that the t-value was greater than the critical value ($|t| = 16.46 >$ t-critical $(0.05,$ df $=19) = 2.09$), and the p-value (1.07×10^{-12}) was much smaller than the significance level of 0.05. Therefore, the null hypothesis (H_0), which stated that the use of Liveworksheets is not effective in improving eighth graders' vocabulary in junior high school, was rejected. Meanwhile, the alternative hypothesis (H_1), which stated that the use of Liveworksheets is effective in improving eighth graders'

vocabulary in junior high school, was accepted. This statistical evidence confirms that interactive learning with Liveworksheets significantly improved students' vocabulary mastery.

To evaluate how strong the improvement was, the effect size was also computed using Cohens' d for a paired-sample design, resulting in a value of 3.69. This value indicates a large effect, meaning that the implementation of Liveworksheets had a strong and meaningful influence on students' vocabulary achievement. However, since the number of students in this research was relatively small, the high effect size value should be interpreted with caution, as smaller sample sizes may inflate the effect due to limited score variability. Nonetheless, the large effect size supports the statistical findings, showing that Liveworksheets was not only statistically significant but also educationally effective in enhancing students' vocabulary mastery.

Furthermore, an analysis of category transition revealed that every student made improvements after the post-test compared to the pre-test. 4 students (20%) improved from Very Poor to Poor, 5 students (25%) from Very Poor to Fair, 5 students (25%) from Poor to Good, 4 students (20%) from Fair to Very Good, and 2 students (10%) from Good to Very Good. No students remained in the same category, indicating that every student benefited from the use of Liveworksheets. In addition to the quantitative results, qualitative evidence also illustrated the students' progress more concretely. For example, one student who was previously unable to identify any object in the pre-test was able to name two pictures correctly in the post-test. Another student who initially answered only

one item correctly in the Join question (matching vocabulary to its meaning) increased to three correct answers after the treatment. These examples demonstrate that students not only improved their test scores but also developed a deeper understanding and recall of vocabulary items. Overall, both quantitative and qualitative findings consistently indicate that Liveworksheets enhanced students' vocabulary learning by providing interactive and engaging practice.

Based on the previous data, the researcher believed that the observed improvement is likely supported by Liveworksheets' multimedia features, which integrate text, images, audio, and video. Students learn more effectively when instructional content is presented simultaneously in verbal and visual formats and it helps strengthen vocabulary retention through multiple representations of the same concept. For example, students listen to the pronunciation of a word, see its picture, and then type the correct spelling engaging multiple cognitive channels for deeper vocabulary understanding. This aligns with Mayer (2021) Cognitive Theory of Multimedia Learning,[52] who states that learning is most effective when verbal information is paired with visual representations, rather than when presented through words alone.

This study also relates to the opinion of Mukti et al. (2021), who stated that by using Liveworksheets, teachers can develop engaging resources that effectively foster student skill development in an enjoyable way.[53] This finding

---

[52] Richard E. Mayer, *Multimedia Learning*, 3rd ed. (Cambridge: Cambridge University Press, 2021).
[53] Ni Made Meita Pradnyadari, "The Effect of Implementing Liveworksheets in Teaching Basic English Literacy," *Journal of Educational Study (JoES)* Vol. 5(1) (2025), https://doi.org/10.36663/joes.v5i1.961.

also supports the previous research by Megy Ingriyani et al. (2025), which demonstrated that using Liveworksheets significantly improves students' engagement and vocabulary proficiency.[54] Thus, this study strengthens the evidence that Liveworksheets is a useful and practical digital tool to facilitate language learning in the classroom.

This study has some limitations that need to be acknowledged. First, the relatively small number of participants in this study may limit the generalization of the results to a larger population. Second, internet connectivity during the implementation of Liveworksheets could have affected students' participation and learning outcomes, as unstable connections may have hindered some learners' engagement in the online activities. Lastly, the study did not employ a control group, which may pose potential threats to internal validity such as history, maturation, and testing effects. To minimize these threats, the researcher ensured that the treatment period was relatively short and maintained consistent teaching conditions throughout the study. Additionally, to reduce the possible testing effect, the pre-test and post-test items were designed to be parallel but not identical, ensuring that students' familiarity with the test format would not unfairly influence their performance. These measures were intended to reduce the influence of external factors and ensure that the observed improvement in students' vocabulary mastery could be attributed as accurately as possible to the use of Liveworksheets.

---

[54] Megy Ingriyani, "The Effect of Using Liveworksheet on Students' Activeness and Vocabulary Mastery in Mts Masmur Pekanbaru," *INNOVATIVE: Journal of Social Science Research* Vol. 5(1) (2025), https://doi.org/10.31004/innovative.v5i1.17566.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes that the implementation of Liveworksheets was effective in improving eighth graders' vocabulary in SMP Negeri 12 Kolaka Utara. This conclusion is supported by the data analysis which shows that the mean score of the pre-test (45.5) was lower than the mean score of the post-test (74.5). Furthermore, the result of the t-test (16.45) was higher than the t-table value (2.09), which means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

In addition, the effect size (Cohen's d) showed a large effect, confirming that the improvement in students' vocabulary mastery was not only statistically significant but also educationally meaningful. Analysis of the category transition further revealed that the number of students in the "very poor" category decreased significantly, while more students moved to the "fair" and "good" categories after the treatment, demonstrating a positive shift in their performance levels.

Qualitative evidence from students' responses also supported these findings, showing that students were more engaged and confident in using new vocabulary through the interactive features of Liveworksheets. Overall, these results indicate that incorporating Liveworksheets into vocabulary instruction

can effectively enhance students' vocabulary mastery both quantitatively and qualitatively.

B. Suggestion

After conducting the research, several suggestions were given by the researcher for:

1. For the Teachers

   Teachers are encouraged to implement Liveworksheets as one of the alternative media in teaching vocabulary. This is due to the applications' potential to enhance students' vocabulary mastery. The teachers can integrate this application into classroom activities to create a more interactive and engaging learning environment. As mentors, teachers guide and support students when they face difficulties, and as facilitators, they need to provide students with attractive worksheets that match their proficiency levels and also create a learning environment that enables students to work independently using Liveworksheets. In addition, the teachers should ensure a stable internet connection and provide a tutorial so that the students can use the application effectively.

2. For the Students

   Students are expected to use Liveworksheets beyond classroom instruction, including for independent learning at home. By practicing vocabulary regularly through this application, students can strengthen their vocabulary knowledge and improve their confidence in using English.

3. For the Further Researchers

   The further researchers are suggested to conduct similar studies using mixed methods, including a control group, and expanding the population to multiple schools in order to obtain more comprehensive and reliable results.

BIBLIOGRAPHY

Agung, I. G. A. M., Skolastika, I. M. P., Damayanti, N. L. P. T., & Wisanta, P. A. (2023). Peningkatan kosakata bahasa inggris melalui games bagi siswa SMA Negeri 1 Penebel. *Madani: Indonesian Journal of Civil Society*, *5*(1), 28-34.

Alfatihah, D. I., Syam, A. T., & Santiara, R. (2022). Teaching speaking skills through project-based learning for the eighth graders of junior high school.

Amalia, F. G., Aldrian, N., & Daulay, A. F. (2024). Peran media dalam meningkatkan efektivitas pembelajaran di sekolah MA LAB UINS. *Jurnal Studi Multidisipliner*, *8*(6).

Andriani, K. (2022). Teaching media in EFL classrooms: What are they and why select them? *Journal of Language Testing and Assessment*, *2*(1), 87-97.

Arsyad, A. (2002). *Media pembelajaran*. Raja Grafindo Persada.

Ayu, M., & Zuraida, Z. (2020). Enhancing descriptive paragraph writing of secondary students through shared writing. *Journal of Research on Language Education*, *1*(1).

Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide* (2nd ed.). Pearson Education.

Darmaji, D., Kurniawan, D. A., Astalini, A., & Setiya Rini, E. F. (2022). Science processing skill and critical thinking: Reviewed based on the gender. *JPI (Jurnal Pendidikan Indonesia)*, *11*(1), 133–141.

Dewi, A. K., Slamet, S. Y., Atmojo, I. R., & Syawaludin, A. (2022). The influence of interactive digital worksheets based on level of inquiry towards science process skills in elementary school. *Pegem Journal of Education and Instruction*, *13*(1), 251-258.

Dwijayanti, R., Soesilowati, E., & Handayati, P. (2022). The effectiveness of student's worksheet based on 21st century learning skills to improve critical thinking skills. *Studies in Learning and Teaching*, *3*(3), 163-169.

Faisyal, R. (2022). *Easy English grammar*. Kuttab Publishing.

Fakhrul Arifin, Noor (2017). Implementasi strategi interactive learning dalam peningkatan kemampuan komunikasi siswa pada pembelajaran PAI di Sekolah Menengah Pertama (SMP) NU Al Ma'ruf Kudus. *STAIN Kudus*.

Fasikh, M. (2020). The error analysis of regular and irregular verbs in the simple past tense. *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, *5*(01), 75-88.

Fauzi, A., Rahmatih, A. N., Indraswati, D., & Sobri, M. (2021). Penggunaan situs Liveworksheets untuk mengembangkan LKPD interaktif di sekolah dasar. *Mitra Mahajana: Jurnal Pengabdian Masyarakat*, *2*(3), 232-240.

Fuada, S., & Fajriati, N. A. F. (2021). Pelatihan pembuatan modul interaktif menggunakan aplikasi Liveworksheets bagi guru di SDN Wiwitan Bandung. *Community Empowerment*, *6*(11), 2010-2021.

Hakim, A., & Wahyuni, S. (2024). A critical review: Technology as learning media in teaching reading. *J-SHMIC: Journal of English for Academic*, *11*(1), 77-83.

Harini, E., Islamia, A. N., Kusumaningrum, B., & Kuncoro, K. S. (2023). Effectiveness of e-worksheets on problem-solving skills: A study of students' self-directed learning in the topic of ratios. *International Journal of Mathematics and Mathematics Education*, *1*(2), 150-162.

Haryadi, R., & Al Kansaa, H. N. (2021). Pengaruh media pembelajaran e-learning terhadap hasil belajar siswa. *At-Ta'lim: Jurnal Pendidikan*, *7*(1), 68-73.

Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.

Hikmah, A. N., & Chudzaifah, I. (2020). Blanded learning: Solusi model pembelajaran pasca pandemi covid-19. *Al-Fikr: Jurnal Pendidikan Islam*, *6*(2), 83-94.

Huda, I. A. (2020). Perkembangan teknologi informasi dan komunikasi (TIK) terhadap kualitas pembelajaran di sekolah dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, *2*(1), 121–125.

Iksan, M., Yahya, A., Thayyib, M., & Ilmi, B. (2022). Online English learning at junior high school: How the students perceive Schoology as learning media. *International Journal of Asian Education*, *3*(1), 40-55.

Ingriyani, M., Hasibuan, K., & Zulhiddah, Z. (2025). The effect of using Liveworksheets on students' activeness and vocabulary mastery in MTS Masmur Pekanbaru. *Innovative: Journal of Social Science Research*, *5*(1), 1070-1081.

Mariyah, Y., Budiman, A., Rohayani, H., & Audina, W. (2021). Meningkatkan motivasi belajar siswa melalui pemanfaatan media audio visual: Studi eksperimen dalam pembelajaran tari. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, *4*(2), 959–967. https://doi.org/10.34007/jehss.v4i2.778

Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.

Mohammed, B. (2025). *Nouns in English* (Bachelor's thesis, Misan University).

Munadi, Y. (2013). *Media pembelajaran*. Rajawali Press.

Nasution, A. K. P. (2019). Media pembelajaran berbasis internet.

Nurfadhillah, S. (2021). *Media pembelajaran: Pengertian media pembelajaran, landasan, fungsi, manfaat, jenis-jenis media pembelajaran, dan cara penggunaan kedudukan media pembelajaran*. CV Jejak (Jejak Publisher).

Pohan, S., Irmayana, A., Husainah, N., & Saputra, F. B. (2022). Memperkenalkan vocabulary melalui lagu pada anak SD. *Jurnal Adam: Jurnal Pengabdian Masyarakat*, *1*(2), 304-308.

Prabjandee, D. (2023). A review of the website Liveworksheets. com. *Computer Assisted Language Learning*, *24*(1), 269-279.

Pradnyadari, N. M. M., Padmadewi, N. N., & Dewi, K. S. (2025). The effect of implementing Liveworksheets in teaching basic English literacy. *Journal of Educational Study*, *5*(1), 1-10.

Quirk, R., & Greenbaum, S. (1973). *A university grammar of English*. Longman.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.

Rivers, W. M. (1981). *Teaching foreign-language skills* (2nd ed.). University of Chicago Press.

Sabaru, Z. R., Maru, M. G., & Maukar, M. (2023). The use of Liveworksheets (LWS) for vocabulary learning. *SoCul: International Journal of Research in Social Cultural Issues*, *3*(1), 741-749.

Subroto, F. K. H., Arochman, T., & Karma, C. P. F. (2024). The effectiveness of using Liveworksheets on students' reading skill of narrative text at MAN Temanggung. *EduLine: Journal of Education and Learning Innovation*, *4*(4), 496-503.

Sudrajat, H. N., & Herlina, H. (2015). Meningkatkan pemahaman kosakata bahasa Inggris melalui metode permainan bingo. *JIV–Jurnal Ilmiah Visi*, *10*(2), 114–121.

Sumiyati, E. (2017). Penggunaan model pembelajaran interaktif berbasis aktivitas untuk meningkatkan prestasi belajar siswa kelas VI pada pelajaran PKN SD Negeri 09 Kabawetan. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *10*(2), 66-72.

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata*, *1*(2), 183.

Syam, A. T., Mahriati, D., Thayyib, M., Said, Y. R., & Muin, F. R. (2025). Developing English material in the form of a digital flipbook as a medium for teaching English. *IDEAS: Journal on English Language Teaching & Learning, Linguistics & Literature*, *13*(1).

Tarigan, H. G. (1983). *Membaca sebagai suatu keterampilan berbahasa*. Angkasa.

Ulashevna, O. G., & Bakhtiyorovna, M. Z. (2022). The importance of teaching and learning vocabulary. *Web of Scientist: International Scientific Research Journal, 3*(4), 1029-1033.

Wahidin, W., Santaria, R., & Jufriadi, J. (2023). The effect of Anagram game on students' vocabulary at the tenth grade of senior high school 4 Palopo. *Jurnal Sinestesia*, *13*(2), 1420-1433.

Wardani, D. S., & Sugandi, A. I. (2024). The effectiveness of Liveworksheets-assisted problem-based learning to improve students' mathematical problem-solving abilities. *(JIML) Journal of Innovative Mathematics Learning*, *7*(2), 115-126.

Wardhani, D. A. (2022). *Pengertian auxiliary verb, jenis, dan contoh kalimatnya*. Akupintar.id. https://akupintar.id/info-pintar/-/blogs/pengertian-auxiliary-verb-jenis-dan-contoh-kalimatnya

Widiantho, Y., Hia, N. V., & Sinar, T. S. (2023). Enhancing learning with Liveworksheets: Perceptions, advantages, disadvantages, and impacts. *LingPoet: Journal of Linguistics and Literary Research*, *4*(3), 42-49.

Widiyani, A., & Pramudiani, P. (2021). Pengembangan lembar kerja peserta didik (LKPD) berbasis software Liveworksheets pada materi PPKn. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, *5*(1), 132-141.

Widyastuti, C., Yahya, A., & Thayyib, M. (2021). Using customized Hangaroo game for vocabulary teaching at SMPN 1 Bosso. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *9*(1).

Wulandari, E. M. (2025). The effectiveness of using flashcards on teaching English vocabulary. *JEET, Journal of English Education and Technology*, *5*(04), 324-338.

Yuniastuti, et al. (2021). *Media pembelajaran untuk generasi milenial: Tinjauan teoritis dan pedoman praktis*. Scopindo Media Pustaka.

APPENDICES

Appendix 1: Lesson Plan

LESSON PLAN (1st MEETING)

CLASS	8th Grade of Junior High School
TOPIC	Recount Text
OBJECTIVES	Students can understand the definition, purpose, generic structure, and language features of recount text.
VOCABULARY	Went, visited, first, next, then, finally, etc.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
• **Greeting** Assalamu'alaikum Warahmatullahi Wabarakatuh • **Pray** • **Checking Attendance List** • **Attention Grab** Teacher: Class class Students: Yes yes • **Lead In** 1) The teacher asks questions to explore students' basic knowledge about past experiences.	T-S	15 minutes

	Interaction	Time
2) The teacher conducts a simple guessing game about past events. 3) The teacher relates the previous activities to recount text. • **Presentation** 1) The teacher explains the definition, purpose, generic structure, and language features of recount text. 2) The teacher asks students to watch a Youtube video about recount text to enhance their understanding of the topic.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher tests students' understanding by asking them several questions one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks each student to come to the front of the class and share their understanding of recount text.	STT	20 minutes

LESSON PLAN (2nd MEETING)

CLASS	8th Grade of Junior High School
TOPIC	Verbs in Recount Text
OBJECTIVES	➢ Students can identify the verbs that can be found in a recount text, both regular and irregular verbs. ➢ Students can distinguish between regular and irregular verbs.
VOCABULARY	Celebrated, raised, ran, sang, etc.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
• **Greeting** Assalamu'alaikum Warahmatullahi Wabarakatuh • **Pray** • **Checking Attendance List** • **Attention Grab** Teacher: One, two, three, eyes on me! Students: One, two, eyes on you! • **Lead In** 1) The teacher asks the students about what they did yesterday in their free time.	T-S	15 minutes

2) The teacher relates the previous activity to the learning topic, namely verbs in recount texts. • **Presentation** 1) The teacher explains what verbs are, including regular and irregular and provides examples of verbs that can be found in a recount text.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher asks the students to memorize the examples of regular and irregular verbs. 2) After the students memorize the examples of regular and irregular verbs, the teacher tests them one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks the students to answer several Textfield questions in the e-worksheets.	STT	20 minutes

LESSON PLAN (3rd MEETING)

CLASS	8th Grade of Junior High School
TOPIC	Nouns in Recount Text
OBJECTIVES	➢ Students can identify the nouns that can be found in a recount text.
VOCABULARY	Patriot, country, flag, Independence Day, etc.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
• **Greeting** Assalamu'alaikum Warahmatullahi Wabarakatuh • **Pray** • **Checking Attendance List** • **Attention Grab** Teacher: Hocus pocus! Students: Everybody focus! • **Lead In** 1) The teacher asks the students about what they find or see when they go to the beach. 2) The teacher relates the previous activity to the learning topic, namely nouns in recount texts.	T-S	15 minutes

• **Presentation** 1) The teacher explains what a noun is and provides examples of nouns that can be found in a recount text.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher asks the students to memorize the examples of nouns. 2) After the students memorize the examples of nouns, the teacher tests them one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks the students to answer several Drag and Drop questions in the e-worksheets.	STT	20 minutes

LESSON PLAN (4ᵗʰ MEETING)

CLASS	8ᵗʰ Grade of Junior High School
TOPIC	Adjectives in Recount Text
OBJECTIVES	➢ Students can identify the adjectives that can be found in a recount text.
VOCABULARY	Memorable, festive, brave, inspiring, etc.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
• **Greeting** Assalamu'alaikum Warahmatullahi Wabarakatuh • **Pray** • **Checking Attendance List** • **Attention Grab** Teacher: Macaroni and cheese! Students: Everybody freeze! • **Lead In** 1) The teacher asks the students how they feel about their weekend. 2) The teacher relates the previous activity to the learning topic, namely adjectives in recount texts.	T-S	15 minutes

• **Presentation** 1) The teacher explains what an adjective is and provides examples of adjectives that can be found in a recount text.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher asks the students to memorize the examples of adjectives. 2) After the students memorize the examples of adjectives, the teacher tests them one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks the students to answer several Checkboxes questions in the e-worksheets.	STT	20 minutes

LESSON PLAN (5th MEETING)

CLASS	8th Grade of Junior High School
TOPIC	Adverbs in Recount Text
OBJECTIVES	➢ Students can identify the adverbs that can be found in a recount text.
VOCABULARY	Yesterday, last week, at school, in the field, proudly, loudly, etc.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time

• **Greeting**
  Assalamu'alaikum   Warahmatullahi Wabarakatuh
• **Pray**
• **Checking Attendance List**
• **Attention Grab**
  Teacher: Boom bidi bam-bam!
  Students: Bam-bam!
• **Lead In**
  1) The teacher asks the students about the best place for them to spend their weekend.
  2) The teacher relates the previous activity to the learning topic, namely adverbs in recount texts.
	T-S	15 minutes

• **Presentation** 1) The teacher explains what an adverb is and provides examples of adverbs that can be found in a recount text.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher asks the students to memorize the examples of adverbs. 2) After the students memorize the examples of adverbs, the teacher tests them one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks the students to answer several Select questions in the e-worksheets.	STT	20 minutes

LESSON PLAN (6th MEETING)

CLASS	8th Grade of Junior High School
TOPIC	Connectors in Recount Text
OBJECTIVES	➢ Students can identify the connectors that can be found in a recount text.
VOCABULARY	First, then, next, after that, finally.
MATERIALS	Laptop, LCD, speaker, whiteboard, and marker.
TIME	2 x 40 minutes

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
• **Greeting** Assalamu'alaikum Warahmatullahi Wabarakatuh • **Pray** • **Checking Attendance List** • **Attention Grab** Teacher: Flat tire! Students: Shhhh! • **Lead In** 1) The teacher asks the students whether they tell a story step by step or not. 2) The teacher relates the previous activity to the learning topic, namely connectors in recount texts.	T-S	15 minutes

• **Presentation** 1) The teacher explains what a connector is and provides examples of connectors that can be found in a recount text.	TTT	25 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1) The teacher asks the students to memorize the examples of connectors. 2) After the students memorize the examples of connectors, the teacher tests them one by one.	T-S	20 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
1) The teacher asks the students to answer several Join questions in the e-worksheets.	STT	20 minutes

Appendix 2: Pre-test worksheet

Name: ....

Class: ....

⭐ *Bacalah teks recount berikut dengan saksama.*

Celebrating Independence Day at School

Yesterday, we celebrated Independence Day at school. It was held on August 17th, and the event was very festive and memorable.

In the morning, we had a flag ceremony in the field. The flag was raised proudly while everyone sang the national anthem. We honored the brave patriots who fought for our country. Before the ceremony began, we marched to the field in lines. After the ceremony, we participated in traditional games such as sack race, tug of war, and water relay. I ran and jumped happily in the sack race, and we pulled the rope enthusiastically during the tug of war. The games were very competitive, but everyone looked excited and grateful to be part of the celebration.

It was such an inspiring day. I will remember it forever.

⭐ *Berdasarkan teks recount diatas, jawablah pertanyaan nomor 1-5 berikut*

1. Match the words in the left box with their correct meanings in the right box (*Pasangkan kata-kata di kotak kiri dengan arti yang benar di kotak kanan*)

Brave		upacara atau acara resmi yang mengikuti aturan tertentu.
Celebrated		tidak takut menghadapi bahaya atau kesulitan.
Ceremony		melakukan perayaan untuk memperingati suatu acara penting atau momen spesial.

2. Fill in the blanks with the correct word from the text. (*Isi bagian kosong dengan kata yang benar berdasarkan teks.*)

a) Before the ceremony began, we .... to the field in lines.

b) It was held .... , and the event was very festive and memorable.

3. Based on the pictures below, drag and drop the correct word onto the matching pictures. (*Berdasarkan gambar-gambar berikut, seret dan jatuhkan kata pada gambar yang tepat*)

| Jumped | Patriot | Ceremony |

a)

....

b)

....

4. Check all the words below that are adjective used in the text. (*Centang semua kata dibawah ini yang merupakan kata sifat yang digunakan dalam teks*)

a) Flag
b) Anthem
c) Brave
d) Traditional

5. What does the word "Competitive" mean in the sentence "The tug of war was the most exciting and copetitive game"? (*Apa arti kata "Competitive" dalam kalimat "The tug of war was the most exciting and copetitive game"?*)

a) Gampang
b) Sulit
c) Menantang
d) Membosankan

Appendix 3: Post-test Worksheet

Name: ....

Class: ....

Bacalah teks recount berikut dengan saksama.

Independence Day Celebration

On August 17th, we celebrated Independence Day at school. It was a festive and exciting day for all students and teachers.

The day began with a flag ceremony in the field. The flag was raised proudly, and we sang the national anthem. We honored the brave patriots who had fought for our country. Some students also marched enthusiastically during the ceremony.

After the ceremony, we had many fun games like tug of war, water relay, and sack race. I joined the sack race and jumped happily with my friends. Everyone was competitive, but we laughed and cheered for each other.

I am very grateful to be part of this special event. It was truly a memorable celebration that I will remember forever.

Berdasarkan teks recount diatas, jawablah pertanyaan nomor 1–5 berikut.

1. Match the words in the left box with their correct meanings in the right box (*Pasangkan kata-kata di kotak kiri dengan arti yang benar di kotak kanan*)

Anthem	menaikkan atau mengangkat sesuatu ke atas
Proudly	lagu resmi yang mewakili identitas suatu negara atau kelompok
Raised	dengan penuh rasa bangga

2. Fill in the blanks with the correct word from the text. (*Isi bagian kosong dengan kata yang benar berdasarkan teks.*)

a) We .... the brave patriots who had fought for our country.

b) Everyone was .... , but we laughed and cheered for each other.

3. Based on the pictures below, drag and drop the correct word onto the matching pictures. (*Berdasarkan gambar-gambar berikut, seret dan jatuhkan kata pada gambar yang tepat*)

Crowded   Tug of war   Sack race

a)

....

b)

....

4. Check all the words below that are noun used in the text. (*Centang semua kata dibawah ini yang merupakan kata benda yang digunakan dalam teks*)

a) Jumped
b) Games
c) Excited
d) Ceremony

5. What does the word "Exciting" mean in the sentence "It was a festive and exciting day for all students and teachers"? (*Apa arti kata "Exciting" dalam kalimat "It was a festive and exciting day for all students and teachers."?*)

a) Menggembirakan
b) Menyedihkan
c) Membosankan
d) Melelahkan

Appendix 4: Students' Pre-test Result

Name: ....

Class: ....

⭐ *Bacalah teks recount berikut dengan saksama.*

Celebrating Independence Day at School

Yesterday, we celebrated Independence Day at school. It was held on August 17th, and the event was very festive and memorable.

In the morning, we had a flag ceremony in the field. The flag was raised proudly while everyone sang the national anthem. We honored the brave patriots who fought for our country. Before the ceremony began, we marched to the field in lines. After the ceremony, we participated in traditional games such as sack race, tug of war, and water relay. I ran and jumped happily in the sack race, and we pulled the rope enthusiastically during the tug of war. The games were very competitive, but everyone looked excited and grateful to be part of the celebration.

It was such an inspiring day. I will remember it forever.

⭐ *Berdasarkan teks recount diatas, jawablah pertanyaan nomor 1-5 berikut*

1. Match the words in the left box with their correct meanings in the right box (*Pasangkan kata-kata di kotak kiri dengan arti yang benar di kotak kanan*)

Brave

Celebrated

Ceremony

upacara atau acara resmi yang mengikuti aturan tertentu.

tidak takut menghadapi bahaya atau kesulitan.

melakukan perayaan untuk memperingati suatu acara penting atau momen spesial.

2. Fill in the blanks with the correct word from the text. (*Isi bagian kosong dengan kata yang benar berdasarkan teks.*)

a) Before the ceremony began, we ___Marched___ to the field in lines.

b) It was held ___On August 17th___ , and the event was very festive and memorable.

3. Based on the pictures below, drag and drop the correct word onto the matching pictures. (*Berdasarkan gambar-gambar berikut, seret dan jatuhkan kata pada gambar yang tepat*)

Ceremony

a)

Jumped

b)

Patriot

4. Check all the words below that are adjective used in the text. (*Centang semua kata dibawah ini yang merupakan kata sifat yang digunakan dalam teks*)

☐ Flag

☐ Anthem

✅ Brave

☐ Traditional

5. What does the word "Competitive" mean in the sentence "The tug of war was the most exciting and copetitive game"? (*Apa arti kata "Competitive" dalam kalimat "The tug of war was the most exciting and copetitive game"?*)

a) Gampang

b) Sulit

c) Menantang

d) Membosankan

Appendix 5: Students' Post-test Result

90/120

Name: Syahira Tul Hafizah

Class: 8A

Bacalah teks recount berikut dengan saksama.

Independence Day Celebration

On August 17th, we celebrated Independence Day at school. It was a festive and exciting day for all students and teachers.

The day began with a flag ceremony in the field. The flag was raised proudly, and we sang the national anthem. We honored the brave patriots who had fought for our country. Some students also marched enthusiastically during the ceremony.

After the ceremony, we had many fun games like tug of war, water relay, and sack race. I joined the sack race and jumped happily with my friends. Everyone was competitive, but we laughed and cheered for each other.

I am very grateful to be part of this

Berdasarkan teks recount diatas, jawablah pertanyaan nomor 1–5 berikut.

1. Match the words in the left box with their correct meanings in the right box (*Pasangkan kata-kata di kotak kiri dengan arti yang benar di kotak kanan*)

Anthem — menaikkan atau mengangkat sesuatu ke atas

Proudly — lagu resmi yang mewakili identitas suatu negara atau kelompok

Raised — dengan penuh rasa bangga

2. Fill in the blanks with the correct word from the text. (*Isi bagian kosong dengan kata yang benar berdasarkan teks.*)

a) We ....Honored........ the brave patriots who had fought for our country.

b) Everyone was ....Competitive........ , but we laughed and cheered for each other.

LIVEWORKSHEETS

3. Based on the pictures below, drag and drop the correct word onto the matching pictures. (*Berdasarkan gambar-gambar berikut, seret dan jatuhkan kata pada gambar yang tepat*)

Sack race

a) Tug of war

b) Crowded

LIVEWORKSHEETS

4. Check all the words below that are noun used in the text. (*Centang semua kata dibawah ini yang merupakan kata benda yang digunakan dalam teks*)

☐ Jumped
☑ Games
☐ Excited
☐ Ceremony

5. What does the word "Exciting" mean in the sentence "It was a festive and exciting day for all students and teachers"? (*Apa arti kata "Exciting" dalam kalimat "It was a festive and exciting day for all students and teachers."?*)

a) Menggembirakan
b) Menyedihkan
c) Membosankan
d) Melelahkan

Appendix 6: Instrument Validation Sheet

SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : Fadhliyah R. Muin, S.Pd.I., M.Pd
Jabatan/Pekerjaan : Asisten Ahli
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Interactive Learning with LiveWorksheets: Improving Eight Graders' Vocabulary in Junior High School

Dari mahasiswa:

Nama : Aisyah Muttaqillah
Program Studi : Pendidikan Bahasa Inggris
NIM : 2102020013

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

....
ReVISI sesuai Masukan terlampir.
....
....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 24 Juli 2025

Validator,

Fadhliyah R. Muin, S.Pd.I., M.Pd.
NIDN: 2001018701

*coret yang tidak perlu

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   : Fadhlidah R Muin

Umur   :

Jenis Kelamin   :

Pendidikan   : ☐ S1   ☑ S2   ☐ S3   ☐ Professor

Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≤ 6 tahun

B. Table Evaluasi

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

Keterangan Poin Validitas:

5	Sangat Sesuai		2	Kurang Sesuai
4	Sesuai		1	Tidak Sesuai
3	Ragu-Ragu			

No	Pernyataan	5	4	3	2	1
	A. Konten					
1.	Cakupan isi materi dalam Aplikasi LiveWorksheets sesuai dengan kebutuhan siswa SMPN 12 Kolaka Utara.				✓	
2.	Kedalaman fokus vocabulary dalam Aplikasi LiveWorksheets untuk siswa di SMPN 12 Kolaka Utara sudah memadai.		✓			
3.	Keaslian vocabulary dalam Aplikasi LiveWorksheets untuk siswa di SMPN 12 Kolaka Utara sudah memadai.	✓				
	RangkumanKualitatif: Konten memada.					
	B. Input					
4.	Input vocabulary dalam Aplikasi LiveWorksheets membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 12 Kolaka Utara.		✓			
5.	Input vocabulary dalam Aplikasi LiveWorksheets sesuai dengan	✓				

	kemampuan siswa di SMPN 12 Kolaka Utara.					
6.	Input vocabulary dalam Aplikasi LiveWorksheets sudah menarik.	✓				
7.	Input vocabulary dalam Aplikasi LiveWorksheets sesuai dengan kemampuan berbahasa siswa SMPN 12 Kolaka Utara.		✓			
8.	Input vocabulary dalam Aplikasi LiveWorksheets telah mencakup struktur bahasa yang benar.	✓				
9.	Pilihan vocabulary sesuai dengan karakteristik siswa.		✓			
10.	Input vocabulary dalam LiveWorksheets dapat menambah wawasan siswa SMPN 12 Kolaka Utara.	✓				

RangkumanKualitatif :

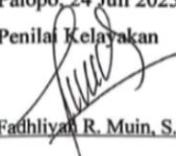Input disajikan dengan Menarik & Memadai.

C. Kesimpulan

Secara umum,pendapat Bapak/Ibu terhadap Aplikasi Web LiveWorksheets yang digunakan:

a. Layak

(b) Layak dengan perbaikan

c. Tidak layak

Palopo, 24 Juli 2025

Penilai Kelayakan

Fadhliyah R. Muin, S.Pd.I., M.Pd.

NIDN: 2001018701

Appendix 7: Students' Pre-test Scores

No	Students	Score	Categories
1	S1	60	Fair
2	S2	30	Very Poor
3	S3	60	Fair
4	S4	30	Very Poor
5	S5	30	Very Poor
6	S6	30	Very Poor
7	S7	40	Poor
8	S8	30	Very Poor
9	S9	30	Very Poor
10	S10	50	Poor
11	S11	40	Poor
12	S12	30	Very Poor
13	S13	50	Poor
14	S14	50	Poor
15	S15	20	Very Poor
16	S16	80	Good
17	S17	70	Fair
18	S18	70	Fair
19	S19	80	Good
20	S20	30	Very Poor
TOTAL		910	
MEAN		45.5	Poor
MAX		80	
MIN		20	

Appendix 8: Students' Post-test Scores

| No	Students	Score	Categories
1	S1	90	Very Good
2	S2	70	Fair
3	S3	90	Very Good
4	S4	60	Fair
5	S5	70	Fair
6	S6	50	Poor
7	S7	80	Good
8	S8	50	Poor
9	S9	50	Poor
10	S10	80	Good
11	S11	80	Good
12	S12	70	Fair
13	S13	80	Good
14	S14	80	Good
15	S15	40	Poor
16	S16	100	Very Good
17	S17	100	Very Good
18	S18	90	Very Good
19	S19	100	Very Good
20	S20	60	Fair
TOTAL		1.490	
MEAN		74,5	Fair
MAX		100	
MIN		40	

Appendix 9: Documentation

➢ Pre-test

➢ Treatment

➢ Post-test
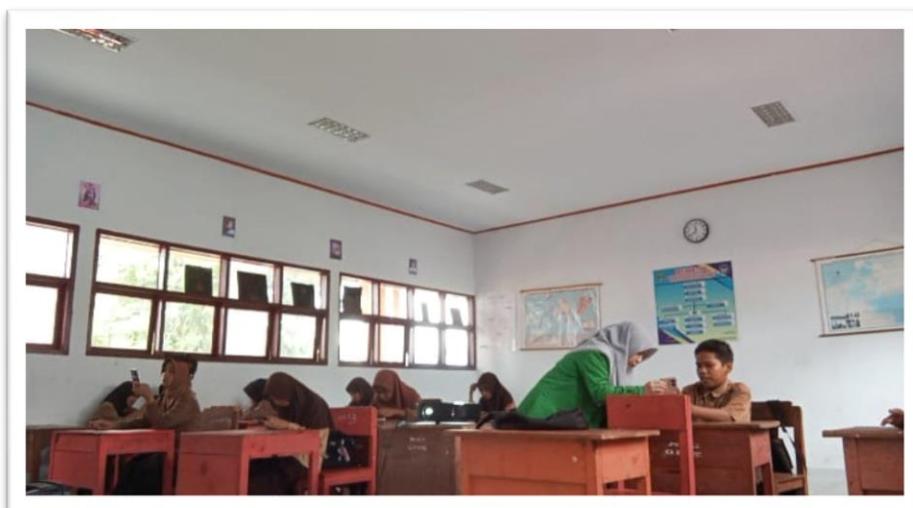
CURRICULUM VITAE

Aisyah Muttaqillah, she was born on 07th July 2003 in Pakue. She is the first of three children in her family. Her father's name is Syahruddin Said and her mother's name is Surianti Salam. She began her education in 2009 at SD Negeri 1 Pakue and graduated in 2015. Next, she continued her junior high school at SMP Negeri 1 Pakue in 2015 and graduated in 2018. Then in 2018, she continued her senior high school at PMDS Putri Palopo and graduated in 2021. In the same year, 2021, she continued her studies at UIN Palopo majoring English Education. In 2025, she completed her studies with a thesis entitled "Interactive Learning with Liveworksheets: Improving Eighth Grader's Vocabulary in Junior High School."