



EFL STUDENTS' PERCEPTIONS ON THE USE OF LIVE WORKSHEETS AS TEACHING AND LEARNING PLATFORM

by

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Abstract:

This study aims to provide comprehensive insights into EFL students' perceptions of using the live worksheets as a teaching and learning platform. The study involved 8-grade students at Al-Ikhlas Excellent Junior High School Rembang, consisting of 9 female and five male students. This study conducted the case study design by using the descriptive statistics method. Surveys and interviews were conducted to gather students' opinions and feedback regarding their experiences with live worksheets. The survey explored aspects such as ease of use, usefulness, satisfaction, and benefits of the live worksheets' platform in EFL learning. The interviews provided more profound insights into students' perceptions and experiences. The data will be statistically analyzed using descriptive techniques. The result indicated that 78,6% of students had utilized live worksheets for their assignments. From the frequency of use, it was found that 57.1% of students formed their first impressions of Live worksheets through this research, while 50% found it to be well-suited to their needs. Impressively, 85.7% of students reported enjoying the platform. Furthermore, the Likert scale shows that 71,4% of students feel this platform is easy to access. 78,5% of students say this platform has a fascinating display. Then, 78,5% of students convey that this platform has various tasks. In conclusion, Live worksheets emerged as an efficient teaching and learning platform. It was found to be easily accessible, visually appealing, and diverse in its range of tasks, making it a valuable tool for EFL education. Hopefully, this study contributes to the existing literature on technology integration in language education and provides practical insights for educators, curriculum developers, and platform designers.

Keywords: EFL students' perceptions, Live worksheets, teaching and learning platform.

Abstrak:

Penelitian ini bertujuan untuk memberikan wawasan menyeluruh tentang persepsi siswa EFL tentang penggunaan lembar kerja langsung sebagai platform belajar mengajar. Penelitian ini melibatkan 8 siswa kelas di SMP Unggulan Al-Ikhlas Rembang yang terdiri dari 9 siswa perempuan dan 5 siswa laki-laki. Penelitian ini melakukan desain studi kasus dengan menggunakan metode statistik deskriptif. Survei dan wawancara dilakukan untuk mengumpulkan pendapat dan umpan balik siswa mengenai pengalaman mereka dengan lembar kerja langsung. Survei ini mengeksplorasi aspek-aspek seperti kemudahan penggunaan, kegunaan, kepuasan, dan manfaat dari platform lembar kerja langsung dalam pembelajaran EFL. Wawancara memberikan wawasan yang lebih dalam tentang persepsi dan pengalaman siswa. Data akan

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dianalisis secara statistik menggunakan teknik deskriptif. Hasilnya menunjukkan bahwa 78,6% siswa telah menggunakan lembar kerja langsung untuk tugas mereka. Dari frekuensi yang digunakan, ditemukan bahwa 57,1% siswa membentuk kesan pertama mereka tentang lembar kerja daring. Melalui penelitian ini, sementara 50% merasa cocok dengan kebutuhan mereka. Secara mengesankan, 85,7% siswa melaporkan menikmati platform ini. Lebih lanjut, skala Likert menunjukkan bahwa 71,4% siswa merasa platform ini mudah diakses. 78,5% siswa mengatakan platform ini memiliki tampilan yang menarik. Kemudian, 78,5% siswa menyampaikan platform ini memiliki berbagai jenis tugas. Kesimpulannya, lembar kerja Live muncul sebagai platform pengajaran dan pembelajaran yang efisien. Itu ditemukan mudah diakses, menarik secara visual, dan beragam dalam berbagai tugas yang ditawarkannya, menjadikannya alat yang berharga untuk pendidikan EFL. Mudah-mudahan, penelitian ini berkontribusi pada literatur yang ada tentang integrasi teknologi dalam pendidikan bahasa dan memberikan wawasan praktis bagi pendidik, pengembang kurikulum, dan perancang platform.

Kata kunci: *Persepsi siswa EFL, lembar kerja langsung, platform pengajaran dan pembelajaran.*

INTRODUCTION

Teaching English as a foreign language demands practitioners' creativity and resourcefulness. They must provide English as a Foreign Language (EFL) learners with a learning environment promoting language skills and learning motivation (Effendy & Taufik, 2023). According to research conducted in several countries, teachers are constantly challenged in the ELT process throughout the class. Effective communication in English can be challenging (Hastuti & Wijayanto, 2023). EFL (English as a Foreign Language) education has significantly transformed with technology integration into the teaching and learning process. Ghazizadeh and Fatemipour (2017) proposed an elegant answer to the issues of adapting learning and development to individuals' requirements. It represents an opportunity to combine the innovative and technological advancements provided by online learning with the engagement and involvement provided by the best of conventional learning (Wulandari et al., 2023).

According to Merdekawati and Lestari (2011), teachers should prepare students to succeed globally through encouraging science and technology. The introduction of ICT technologies into language education has resulted in a rising number of potential solutions for improving teaching and learning inputs, processes, and outcomes (Pardede, 2020). Many people worldwide have praised the value of incorporating technology into learning (Imamyartha et al., 2023). With the swift developments of Information and Communication Technology (ICT), the demand for concept and mechanism-based information and technology for teaching and learning (education) becomes inevitable. This idea, known as e-learning, has the impact of transforming conventional learning into a digital form in terms of content and

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system (Roztock et al., 2019). Information and communication technology (ICT) has evolved tremendously over the last few decades, bringing new and vital consequences to various sectors, including education (Hidayati, 2016). This kind of e-learning immerses students in a virtual environment where they can engage in various activities. Smartphone-based learning provides a comprehensive learning environment, enhances subject comprehension, and facilitates interaction between teachers and students (Zhao et al., 2017).

There are some components in the teaching and learning process, such as lesson plans, assessments, and worksheets. In conventional learning, teachers usually use a paper-based worksheet. They should print it and distribute it to the students. Technology integration in education has become imperative, especially in language learning. Teachers in the 5.0 era can convert it to a digital worksheet. One such innovative platform that has gained attention among EFL students is live worksheets. This platform offers interactive digital worksheets that enhance engagement and interactivity in language learning. It saves teachers time for assignment creation and formative evaluation while being environmentally friendly or saving paper (Le & Prabjandee, 2023).

In other words, live worksheets provide a digital environment where teachers can create and share interactive worksheets, incorporating multimedia elements such as images, audio, and videos. These interactive features make the learning experience more enjoyable and foster students' active participation and motivation. Live worksheets enable teachers to develop worksheets that promote students' abilities in a fun and effective way (Mukti et al., 2021). Understanding EFL students' perceptions of using live worksheets is essential to evaluate the effectiveness of this platform and its impact on language acquisition. By examining students' viewpoints, educators and researchers can gain valuable insights into the benefits and limitations of using live worksheets in EFL classrooms.

Incorporating live worksheets into the educational process is essential because they can completely revolutionize the learning experience. Live worksheets take interactivity to a higher level, actively engaging students through quizzes, drag-and-drop activities, instant feedback, etc. This keeps students focused and motivated, an essential aspect in today's world filled with digital distractions. Additionally, live worksheets allow for a personalized learning experience, tailoring content to each student's needs and learning

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style. This adaptability can meet the diverse needs of students in the classroom, making learning more effective and relevant.

Furthermore, this digital tool allows educators to encourage active learning and provides students with the skills needed for the challenges of the digital age. In an era where digital literacy is paramount, using live worksheets prepares students for a future where technology and online collaboration play increasingly significant roles in education and the workplace. Lastly, it prepares the students for the demands of the 21st century.

Some previous articles discussed Live worksheets for conducting formative and summative assessments using interactive live worksheets (Hidayah & Asari, 2022). In addition, one article discussed active workbooks in live worksheets (Nopita et al., 2023). Others use this web for specific materials. One article, *"An Analysis of the Students' Perception of Using the Live Worksheet for Learning Narrative Text,"* found that students' perception of using the live worksheet for learning Narrative text is positive, reaching 90,15%. This percentage indicates that live worksheets for learning Narrative text are fascinating and helpful for students. However, no significant article discusses the students' perception of using the web in general and various types of tasks. There needs to be more existing research that investigates explicitly how EFL students perceive and experience using live worksheets for language learning. With that in mind, this research aims to study the characteristics and potential benefits of live worksheets as language learning tools, providing a more detailed and context-appropriate understanding of language learning. This is crucial to gain insight into the effectiveness and challenges of incorporating live worksheets in EFL education, ultimately contributing to improving language teaching methodologies.

This study explores EFL students' perceptions of using live worksheets as a teaching and learning platform. By investigating their experiences and perceptions, the study aims to shed light on the efficacy of this platform in enhancing language acquisition. The findings will have practical implications for educators seeking to integrate technology into their language teaching practices, fostering an enriched and engaging learning environment for EFL students. The study contributes a more nuanced understanding of how EFL students perceive and interact with live worksheets. Subsequently, the research questions solely focus on students' perceptions of using live worksheets as the media in learning pronunciation and

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are formulated as follows:

1. What are live worksheets as a teaching and learning platform?
2. What are students' experiences and perceptions of the live worksheets platform?
3. How efficient is the live worksheets platform as a medium for teaching and learning Pronunciation?

METHOD

Design

This study conducted the case study design by using the descriptive statistics method. Surveys and interviews were conducted to gather students' opinions and feedback regarding their experiences with live worksheets. This approach would comprehensively understand EFL students' perceptions of using live worksheets as a teaching and learning platform.

Participant

The participants of this study are EFL students from 8th-grade levels at Al-Ikhlâs Excellent Junior High School Rembang, consisting of five male and nine female students. Using this platform, the researcher implemented the teaching and learning process with the 8th-grade students. The researcher gave them an interactive workbook with live worksheets. Then, they did some interactive worksheets inside. In the first worksheet, the researcher gives some pictures they have to name in English correctly. It focuses on the Pronunciation of every word they are speaking. The second worksheet is the same, but these are words, not pictures, with the same goal: checking their Pronunciation by reading some words present. It is about verbs and nouns. If the students pronounce it correctly, their words in English will appear according to the image or words provided. Afterward, at the end of the study, the researcher distributed the questionnaire and interviewed the participants.

The questionnaire was distributed to the participants electronically, ensuring convenience and ease of completion. Explicit instruction was provided to ensure accurate responses. There are five multiple-choice questions on the questionnaire. The questions are about their frequency of using live worksheets as learning media, their thoughts on this platform, and their feedback about the learning objective, Pronunciation.

The interview was conducted in a comfortable and private setting. The participants

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were given three open-minded questions to express their thoughts openly and freely. The questions are about the appropriateness of the platform, what issues they encounter while learning by using it, and whether this application helps the students learn English, especially in Pronunciation.

Instrument

The researcher gathered all of the data by consolidating previous studies and students' impressions by completing the survey questionnaire and structured interview that the researcher provided. The questionnaire was distributed on an online form. The interview was audio-recorded for transcription and analysis later on.

Data collecting technique

The first data collection method was surveyed; a structured questionnaire was developed to collect quantitative data. The survey will include items related to students' experiences, perceptions, and satisfaction levels with live worksheets. The second data collection method is interviews. Structured interviews were conducted to gather qualitative data. The interviews allow participants to elaborate on their experiences, provide detailed feedback, and share their perspectives on the strengths and limitations of using live worksheets.

Data analysis technique

The data analysis incorporated descriptive statistics to provide an overview of students' perceptions and experiences. The analysis involved collecting data from EFL students actively engaged with Live worksheets in their language learning process. The researcher gains the data through Google Forms. Then, make the percentage from the result of it. There are three questionnaires: yes/no question, multiple choice, and Likert chart scale. During the interview, the researcher asked the students face-to-face questions. The questions were systematic and open-ended. Then, the researcher transcribed the student's answer and concluded it. The researcher sought to understand how students studying English as a foreign language (EFL) perceive the utilization of Live worksheets as an educational platform. Along with writing this article, the author employs an "Offline automatic system by using Mendeley Desktop (MD)," as proposed by a scholar (Turmudi, 2020, p.59).

RESULT AND DISCUSSION

Result

Live worksheets as a teaching and learning platform

Incorporating learning activities only feasible on computers makes interactive worksheets one-of-a-kind and inventive regarding student challenges. With interactive worksheets created by live worksheets, teachers can integrate audio, video, and hyperlinks to extend learning beyond the printed pages (Asiri, 2022).

Live Worksheets (<https://www.liveworksheets.com>) is a web-based and mobile-assisted educational platform that enables teachers to convert traditional printable worksheets such as.pdf or.jpg into interactive online with self-correction, which we call "interactive worksheets." Students can complete the worksheets online and submit them to the teacher (Le & Prabjandee, 2023). There are some types of tasks in creating an interactive worksheet.

Table 1. Types of tasks in Live worksheets

| No. | Types of tasks | Code to use |
|-----|---------------------------------------|---|
| 1. | Fill in the blanks/essay. | Do not need a code for this type of exercise. Just draw a box for the answer key and type the correct answer. |
| 2. | Drop-down list | Draw a box for the answer key. Type the code as follows: <i>Choose: *correct answer/wrong answer/wrong answer</i> |
| 3. | Multiple choice | Draw a box overlapping the options A, B, C, and D. Type the code as follows: <i>Select: yes (for the correct answer)</i> <i>Select: no (for the wrong answer)</i> |
| 4. | Tick the correct answers. | Draw a box overlapping the options A, B, C, D. Type the code as follows: <i>Tick: yes (for correct answer)</i> <i>Tick: no (for wrong answer)</i> |
| 5. | Matching / Join arrow | Draw two boxes for two items that need matching together. <i>In the first box, type join:1. In the second box, also type join:1.</i> Likewise, for the second pairs, draw two boxes and type join:2 for each item that needs matching. Combine two functions: Insert the sound and multiple-choice, drop-down list, or matching, etc. To insert the sound into the exercise, draw a box overlapping the item that needs a sound and type the code as follows: |
| 6. | Listen and choose the correct answer. | <i>Listen:(choose file)</i> Then, draw boxes overlapping the answer keys and type codes for correct and wrong answers as guided above. |

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- | | | |
|----|----------------------------|---|
| 7. | Speaking/ pronunciation | Draw a box. Type the code. <i>speak:(words that need pronouncing)</i> |
| 8. | Drag and drop | Draw boxes overlapping on the items that need dragging and the positions that need dropping. Type the codes as follows: <i>Drag:1 (for the first dragged item) Drop:1 (for the first dropped item)</i> <i>Drag:2 (for the second dragged item) Drop:2 (for the second dropped item)</i> The number of dragged items must match the number of the positions that need dropping. |
| 9. | Word search | Look for a word from the words that have been arranged randomly. Type the codes as follows: <i>Wordsearch. Then, type the columns and rows.</i> For the answer, click on the word. |
-

For these types of tasks, the first instructions are the same. It is based on every teacher's creativity; they may make the worksheet in Word, Canva, ppt, etc. Then, save it as a pdf or a jpg. Then, open the live worksheets platform and transform the worksheets into live worksheets. Teachers will get the link and share it with the students when they are done. They may directly submit and know their score. Another feature of this platform is an interactive workbook, where the teachers compile exercises. Then, save it in their interactive workbook. It may consist of a few pages with different instructions and skills. The teachers can directly assign the workbook or make it homework with the time scheduled.

Students' experiences and perceptions of live worksheets platform

In this section, the researcher presents the findings and discusses the students' experiences and perceptions of the live worksheets platform as perceived by the students. The results of the surveys can be seen in the table below:

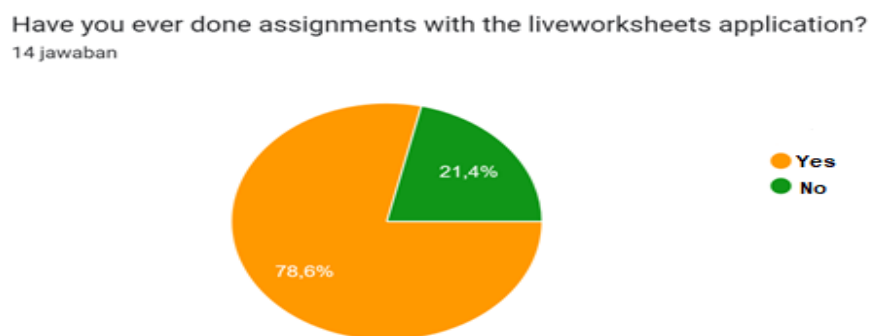


Figure 1. Students' awareness of live worksheets

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Figure 1 briefly describes students' awareness of live worksheets. By asking, "Have you ever done an assignment with the live worksheets application?". The students' response shows that 78,6% of students have used this platform. In contrast, 21,4% of students are never.

Students use the liveworksheets application to complete online assignments.
14 jawaban

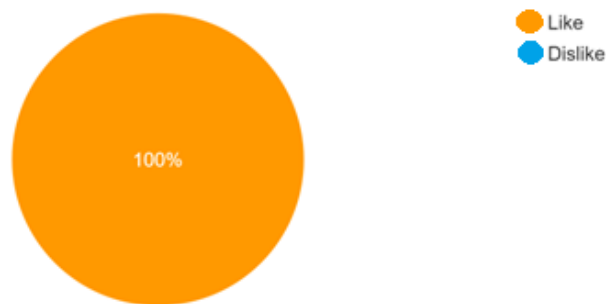


Figure 2. Students are joyful in doing the online task with live worksheets

Figure 2 discusses students' joy in doing online tasks through live worksheets. The students respond that 100% of them like using this platform to complete online assignments.

How many times have you ever done assignments in the liveworksheets application?
14 jawaban

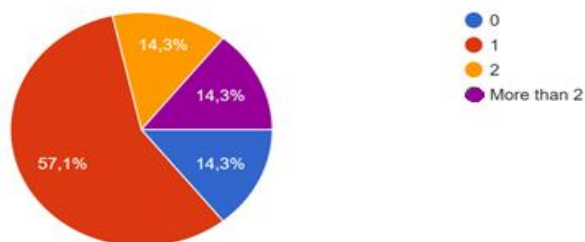


Figure 3. Students frequently use live worksheets

Figure 3 shows the students' frequent use of live worksheets. 57% of students said that they use it once, 14,3% of students said that they use it twice, 14,3% said that they use it more than two times, and 14,3% of students said that they have never done assignments on this platform, which means it is their first-time doing assignments in Live worksheets.

Using the liveworksheet application for learning is appropriate and fun
14 jawaban

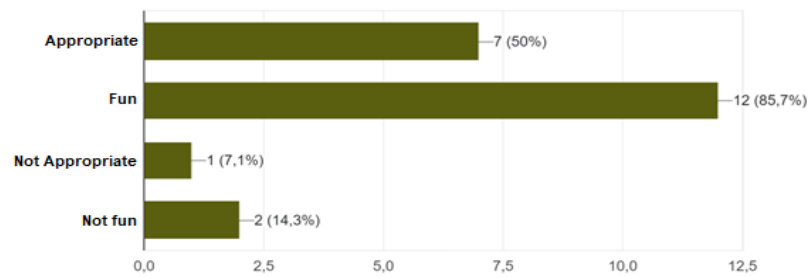


Figure 4. Students' opinions of live worksheets

Figure 4 talks about students' opinions about this platform. Start from its appropriateness and fun. It shows that 50% of students said it is appropriate enough to use, and 85,7% said it is fun.

From Figures 1 to 4 above, the researcher interprets that 78,6 % of students have done the assignment using live worksheets, while 21,4% never did—all like this teaching and learning platform. From the frequency of the use, the researcher found that 57,1% of students get their first impression in this research. Meanwhile, 14,3 % of others say they never did it, their second time, and more than two. 50% of students find that it is suitable for their needs. 85,7% of students feel that learning through liveworksheet.com is fun. 7,1 % say it is unsuitable, and 14,3% think it is not fun. Based on the students' perception of using live worksheets, the researcher used a Likert scale from 1 to 5 with three questions.

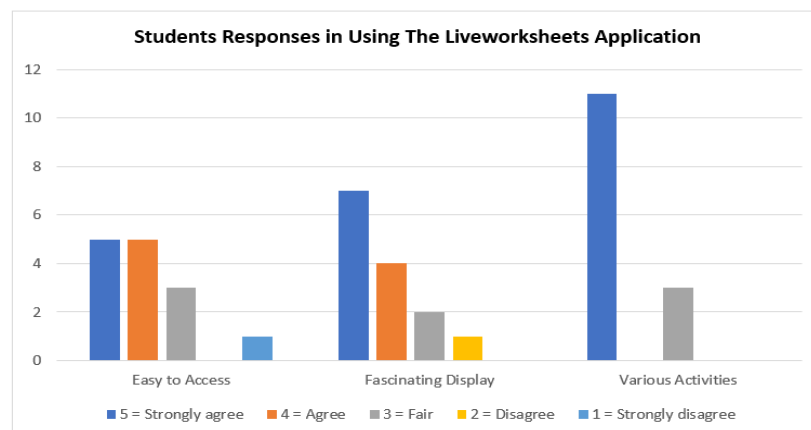


Figure 5. Students respond about the use of live worksheets

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Figure 5 shows that 71.4% of students feel this platform is easy to access. 78,5% of students say this platform has a fascinating display. Then, 78,5% of students convey that this platform has various tasks. Live worksheets as a teaching and learning platform are easy to access, have fascinating displays, and are available for various tasks.

The efficiency of live worksheets platform as media in teaching and learning Pronunciation

The efficiency of any platform for teaching and learning Pronunciation, or any aspect of language, depends on various factors. In Live worksheets, the feature used to learn Pronunciation is speaking/Pronunciation. The display will show some sentences, words, or pictures based on the teacher's creativity and needs. Then, the students will read it loudly. It would appear as a result of which sign they pronounce correctly or not. They can repeat it until they get the correct Pronunciation before submitting it to the teacher.

We can see this from students' responses to the platform's teaching and learning media efficiency. It is efficient, as seen from the result of the study after they use this platform. However, learning a language is about practice. The researcher said it is efficient since it helps students realize and correct their mistakes immediately. Without a doubt, Pronunciation is as crucial as any other language skill(Kirkova-naskova, 2023). An increase in error may be an indication of progress. It means language acquisition progress is immediately reflected in the corrected incorrect form (Babayeva et al., 2021).

Discussion

Online learning has become a viable option in this era, and technology is constantly evolving. Teachers must incorporate instructional technology because it is essential in today's education industry (Edi, 2023). These situations are standard, as students and teachers can easily access online learning platforms (Raunaq et al., 2021).In the previous study, another researcher explored students' self-directed learning in listening skills using live worksheets. The result showed that the students felt that it was easy to access. Students said that answering the English questions on the live worksheet gave them much new vocabulary to increase their vocabulary so they could learn English better (Yusuf & Ali, 2022).

In this study, the findings revealed that EFL students had positive perceptions of live

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worksheets overall. They highlighted the platform's interactive features, multimedia integration, and user-friendly interface as critical strengths that enhanced their engagement and motivation in language learning. Moreover, live worksheets promote independent learning and provide flexibility in accessing materials and completing tasks at their own pace (Prabowo, 2021). The platform was particularly beneficial for practicing language skills, reinforcing grammar concepts, and improving vocabulary retention.

From the findings, the researcher can sum up that the students are having fun during teaching and learning by using live worksheets. Their first impression of this platform is that it is cool and exciting. They said it suits the golfer era, where everything is built to be online. For further education, they want to study this way to improve. Also, it has various types of challenging tasks and provides exercises for all skills and English components. However, from the students' experience in pronunciation tasks, the user needs to catch up with the students' voices. So, they need to repeat and repeat or speak up more. However, for the researcher, it sounds good; thus, the students can practice more.

CONCLUSION

Conclusion

This study explored EFL students' perceptions of using live worksheets as a teaching and learning platform. The researcher found the effectiveness and limitations of this innovative tool based on the analysis of both quantitative and qualitative approaches that incorporated surveys and interviews. Most participants perceived Live worksheets as a valuable aid for language acquisition, appreciating their role in enhancing engagement and knowledge construction. These findings underscore the potential of Live worksheets to augment traditional language learning methods, providing a more dynamic and interactive environment.

Limitation

The study may identify some limitations. Students expressed concerns regarding occasional technical issues, limited customization options for teachers, and a need for more precise instructions and guidelines for certain activities. These findings highlight the importance of continuous platform improvement and teacher support to optimize the learning

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experience. Potential limitations of this study could be influenced by participants' backgrounds, prior technology experiences, and personal preferences. The sample size and selection process may also affect the generalization of the results. Nevertheless, efforts will be made to mitigate these limitations and provide valuable insights into EFL students' perceptions of live worksheets as a teaching and learning platform.

Implication

It is recommended that teachers receive adequate training and support to effectively utilize the platform and address any technical challenges to maximize the benefits of live worksheets. Regular updates and enhancements based on user feedback are crucial for improving the platform's functionality and addressing the identified limitations. This study contributes to the existing literature on technology integration in language education and provides practical insights for educators, curriculum developers, and platform designers. By considering students' perceptions and preferences, researchers can make decisions to enhance the learning experience and promote effective language acquisition through platforms like live worksheets.

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BIO-PROFILE

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