



The Developing Liveworksheets in Teaching Grammar for EFL Students

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ABSTRACT

The aim of this research is to develop an electronic student worksheet using Live Worksheets for Grammar course to facilitate learning evaluation and to find out the improvement of student learning achievement in Grammar course. The research design used in this study was research & development method in producing e-worksheets. The ADDIE model was carried out to develop e-worksheet by following four procedures: Analysis, Design, Development, Implementation and Evaluation. This research was validated by material experts and design experts to get advice regarding the feasibility of e-worksheets in terms of media and materials. The sample of this research were 18 students were chosen as sample purposely because they had never used e-worksheets with the help of e-Liveworksheet. The data collected by using test and questionnaire instruments delivered to the students. The results of this research showed that the validation results with an average score of 94% for Media validation and 85% for material validation, which means that the translated e-worksheet is included in the criteria for being very valid and suitable for use. The result of questionnaire of e-worksheets showed that the average student response is 85%, which means e-worksheets are positive and practical. Based on the post-test scores on learning outcomes, 18 of student respondents received complete post-test scores, the percentage is 66%. Thus, the use of e-worksheets improve students ability in studying Grammar. Thus, e-worksheet of GrammarI using Live Worksheets are valid, practical and effective.

Keywords: *E-Live Worksheet, English Grammar, Addie Model*

ARTICLE INFO

Article history:

Received

February 20, 2024

Revised

December 09, 2024

Accepted

December 31, 2024

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

The most appropriate teaching materials in the 21st century are those that come in digital form, whether for students studying online or in offline classes. The digital materials encourage the students to access them independently using a smartphone or PC. The recent learning technology had emphasised a digital and paperless platforms. This is supported by research from Widyawati and Sujatmika (2020), which states that people have increasingly switched to digital and environmentally friendly media. By using a digital platform, these materials can be combined with visual media such as images, audio, and video, making it easier for students to understand the content. Moreover, higher education demands reforms in both teaching methods and learning approaches. This aligns with Dewi Parita's research, which showed that students prefer digital teaching materials for their practicality (68.4%) and efficiency (70.9%).

English subjects are still considered difficult for students to understand, even at the student levels (Rizqi et al., 2024; Buaja et al., 2024). Gunawan (2021) notes that learning English as a foreign language remains a challenge for some students in Indonesia. Many students find English as difficult subject, and this perception contributes to a reluctance among students to improve their English skills, particularly in Grammar. The assumption that English lessons are challenging makes some students hesitant to enhance their grammar skills. This aligns with the results from a questionnaire conducted by the researcher, which analyzed the needs of second-semester of English department students at *Ma'arif Lampung University*. The findings indicated that respondents strongly agreed that English grammar is a relatively difficult subject for them. Additionally, students expect the availability of a variety of materials, such as electronic teaching resources that can display images, animations, explanatory videos, and interactive features in English grammar lessons. Based on the Grammar lecturer interviewed, it is known that the teacher provides teaching material via slides, which are presented to the students and discussed in group sessions among them.

Thus, e-live worksheet is an electronic worksheet that can provide direct feedback to students with the help of multimedia via smartphone or computer. Putriyana et al., (2020) explains that e-live worksheets are electronic work guides that students use to make it easier for them to study learning material in electronic form, applications such using desktop computers, notebooks, smartphones and mobile phones. The use of electronic student worksheets in learning activities has an impact on making student learning activities more enjoyable, besides that students have the opportunity to practice and be motivated in learning puspita et al., (2021). In this case, e-live worksheets offer many advantages for an interactive learning process. They can give students the opportunity to use technology for learning, give them the opportunity to participate in question-related investigations, and can be used as an alternative to improve the quality of education Andikalan et al., (2022)

Therefore, it is needed to develop e-live worksheet to teach Grammar course in order to facilitate the students in improving their learning achievement in Grammar courses. The researcher design an e-live worksheet by liveworksheet platforms. It can be created by uploading a document, pdf, and jpg file into worksheets containing videos, images, and music. In line with previous research conducted by Andista et al. (2023), it is very effective in improving students' learning outcomes by using e-live worksheet. The differences of this study from earlier research is that subjects and the variables used by the researchers. While earlier studies may have focused on traditional paper-based worksheets or different digital tools, specifically examined the impact of live worksheets, which offer interactive and dynamic features that engage students more actively.

The e-live worksheet, created using the LiveWorksheet platform, integrates a variety of multimedia elements to enhance the learning experience . This platform allows educators to transform static documents, PDFs, and images into interactive worksheets by embedding videos, audio clips, and images directly into the worksheet. This dynamic approach offers several advantages over traditional paper-based worksheets. For instance, embedding instructional videos can provide real-time explanations and demonstrations of grammatical concepts, catering to various learning styles. Audio clips can assist with pronunciation and listening skills, while images can offer visual context that aids in comprehension.

Traditional paper-based worksheets have long been a staple in education due to their simplicity and ease of use. However, they often lack interactive elements that

engage students actively. In contrast, e-live worksheets incorporate interactive features that make learning more engaging and participatory. For example, students can interact with clickable elements, drag-and-drop exercises, and immediate feedback mechanisms, which can make the learning process more engaging and effective.

The integration of multimedia elements in e-live worksheets also caters to different learning styles. Visual learners benefit from images and videos, auditory learners from audio clips, and kinesthetic learners from interactive exercises (Fitriani, 2024; Supriadi et al., 2024; Sari & Putrayasa, 2024). This multi-modal approach can lead to a deeper understanding of grammatical concepts and a more personalized learning experience.

Moreover, e-live worksheets can offer real-time feedback and track students' progress more efficiently. Traditional worksheets typically require manual grading, which can be time-consuming and may delay feedback. E-live worksheets, on the other hand, can provide instant feedback on students' responses, helping them to quickly understand and correct their mistakes. This immediate reinforcement is crucial for effective learning and can help maintain student motivation.

In addition, e-live worksheets are often applied because of their interactive features such as drag and drop, multiple choice, puzzles, drop downs, join- arrows, and short entries. It can be filed with videos links, web links, GeoGebra links, and ppt. In addition, it can play songs on the worksheet. This research includes a diverse sample of students and various educational contexts, providing a more comprehensive understanding of how live worksheets can enhance learning. By using real-time data and interactive elements, e- live worksheets not only make learning more engaging but also offer immediate feedback, which is crucial for reinforcing concepts and addressing misconceptions promptly. Thus, the study of this research highlights the potential of e-live worksheets to bridge gaps in traditional methods and offer valuable insights for educators looking to implement innovative teaching practices.

In conclusion, the development and use of e-live worksheets represent a significant advancement in educational technology. By integrating interactive multimedia elements and providing immediate feedback, these worksheets offer a more engaging and effective learning experience compared to traditional methods. As this study builds on previous research and explores new dimensions of e-live worksheet effectiveness, it contributes to the ongoing effort to enhance educational practices and improve student learning outcomes in Grammar courses.

METHOD

This study was a R & D research design with the ADDIE model, namely analysis, design, development, implementation and evaluation. The analysis stage includes analysis research subject characteristics, analysis curriculum, analysis material , indicator analysis and preparation objective learning . The design stage includes: create storyboard design from E-worksheet, validation storyboard making validation. The development stage includes create e-live worksheets according to storyboard and validation. The implementation stage includes e-live worksheet product delivered to 18 students of of *Ma'arif Lampung* university.

The analysis of data conducted descriptively about the e-live worksheet to asses the feasibility reviewed from validity , practicality , and effectiveness . Instruments used in study was sheet validation of the media design that have been developed , validation sheet to asses the material, pre- test and post-test, questionnaire, and interview.

Validation of media design and validation of material carried out by the expertas Grammar Lecturer. Media validation includes media aspects, aspects of attractiveness, learning design aspects, aspects of show message. Validation material includes aspects of feasibility, aspects of presentation, language aspects. The values from each validator are grouped in accordance with criteria as following.

Table 1 . Criteria of interpretation of material validation scores

Average score (%)	Criteria
81-100	Very Valid
61-80	Valid
41-60	Enough
21-40	Less Valid
0-20	Invalid

Adapted from Wahyu sifasari,(2023)

The practicality of electronic student worksheets can be assessed through student trials and assessment scores, with observers flattening and interpreting the presentation based on various criteria.

Table 2 . Criteria of interpretation of practicality

Average score (%)	Criteria
81-100	Very Practical
61-80	Practical
41-60	Enough
21-40	Less practical
0-20	Not practical

Adapted from Wahyu sifasari,(2023)

RESULTS AND DISCUSSION

This research developed electronic student worksheet teaching evaluation materials using Grammar material on a live worksheet platform. Validated with media and material experts, the product's feasibility was determined to be 85%, aligning with Arif Dawn's 2022 categories. Material validation included feasibility, presentation, and language aspects.

Table 4. The result of material validation

Aspects	Average of each aspects	Total average aspects
Aspects of feasibility	95 %	85 %
Aspects of presentation	60 %	
Aspects of language	85 %	

Media validation achieved an average of 95%, with feasible categories. Four assessment criteria included media aspects, attractiveness, learning design, and show message.

Table 5. The result of media validation

Aspects	Average of each aspects	Total average aspects
Media aspects	96 %	
Aspects of attractiveness	90 %	94 %
Learning design	96 %	
Aspects of show message	93 %	

To determine student responses in developing this electronic student worksheet, a respondent questionnaire was carried out by the research subjects, namely second semester English language study program students and an average percentage of 85% was obtained, categorized as suitable for use.

Analysis of problems for UMALA second semester English language study program students and also lecturers who teach GrammarI course is an important initial research stages to help find further learning solutions. The researchers analyzed the problems through observation, interviews, and looking for references for teaching materials. Observations were carried out directly with the lecturer who taught the Grammar course in the second semester of the English study program. In these observations it was found that the use of technology in learning was still minimal in the learning carried out, apart from that there was still a lack of media for effective and efficient learning evaluation for learning, both individual learning and learning during courses.

After conducting observations, the researcher interviewed students and found out that students had difficulty understanding the teaching material in the Grammar course, and students were interested in developing effective and interactive online learning evaluation media. It was discovered that lecturers used PowerPoint as teaching material for material and spontaneous questions. to evaluate learning at each meeting. The following are interviews with several students regarding understanding Grammar.

From the results of the interviews, it was discovered that students forgot one of the prerequisites for GrammarI, one of which was mentioning the parts of speech and examples. The analysis refers to the results of direct discussions with the lecturer in GrammarI course. Some of the problems found by lecturers in learning were not providing effective learning evaluations to evaluate students' understanding of the material and a lack of applying technology in learning, especially GrammarI material. This is in line with data on student learning outcomes in the form of pretests whose scores still have not reached minimum criteria.

Based on this result, students with these characteristics are accustomed to using cellphones or laptops when learning becomes less focused. If traditional learning is carried out again, researchers have taken the initiative to develop Live Worksheets that can be accessed at any time and anywhere with interesting

features so that they can minimize the use of cell phones for things outside the interests of student learning.

The material design is based on the English Department Curriculum at GrammarI course at university (RPS). In this research, the development of an Electronics students worksheets was carried out for the entire GrammarI material which consists of 4 chapters of elaboration material. The creation of electronic student worksheets is based on the rullles provided by the Ministry of National Education where the tool created must fullfil the following components: (1) title; (2) teaching and learning; (3) competencies to be achieved; (4) subject matter; (5) supporting information; tasks and work steps; and (6) assessment.

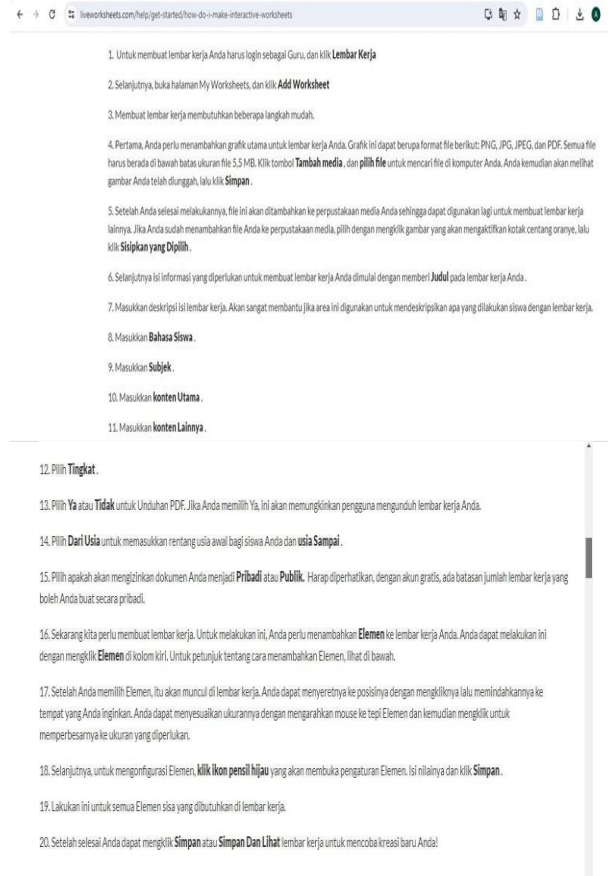
Live Worksheets media development storyboards presented in figures. Storyboards in the form of tablets of content were created to make it easier to organize the display of Live Worksheets media. The storyboards is divided into three parts, the first part is created to introduce students to how to use live worksheets. In the second parts, students are led to discover the concept of understanding the material. The final parts is made so that students can answer questions after finding the formula for the material.

The screenshot shows a web browser window with the URL <https://www.liveworksheets.com/c7a=s&t=v5rjgTJ6m&sr=n&l=9h&i=sxdsdd&r=sa&f=dzdcztdc&ms=uz&cd=pyb8sq--1v4wpmnlpnnpdngnkgznkxg&mw=hs#>. The page title is "TABLE OF CONTENTS". The content is as follows:

- Foreword
- Aknnowledgement
- Course of learning outcomes
- Manual instruction
- Chapter I Part of speech
 - A. Explanation part of speech
 - B. Exercise
- Chapter II present tense and past tense
 - A. Explanation present tense
 - B. Explanation past tense
 - C. Exercise
- Chapter III Descriptive text
 - A. Explanation descriptive text
 - B. Exercise
- Chapter IV degree of comparison
 - A. Explanation degree of comparison
 - B. exercise

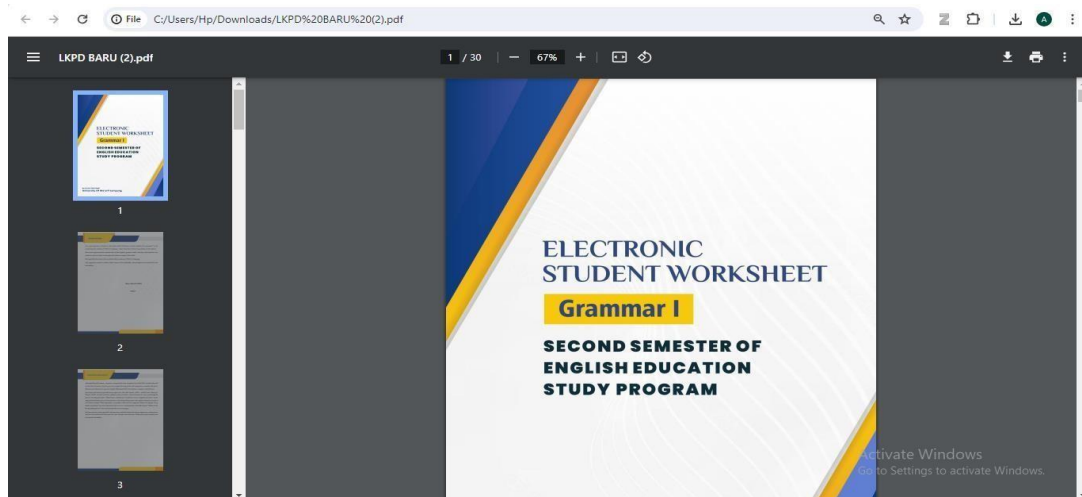
Figures 1. Table of content

At the development stage, live worksheet creation activities will be carried out from start to finish, and validated from media and material experts. This Live Worksheet was created via the website [https:// www.liveworkshleets.com/](https://www.liveworkshleets.com/) with features that make it easier to create interactive worksheets like Figure 3. This section explains and provides directions for beginners on how to input formulas to create Live Worksheets. Live Worksheets was chosen because it is very easy to create interactive worksheets without the coding process. Apart from that, this research can be a reference for lecturers in making Live Worksheets directly on other materials.



Figures 3. The steps how to create liveworksheet

Live Worksheets does not have a features to directly design a worksheets, so a PDF must file be prepared to be uploaded first as shown in Figure 4. The worksheet file is created using Word, Canva or other applications and then converted into PDF format.

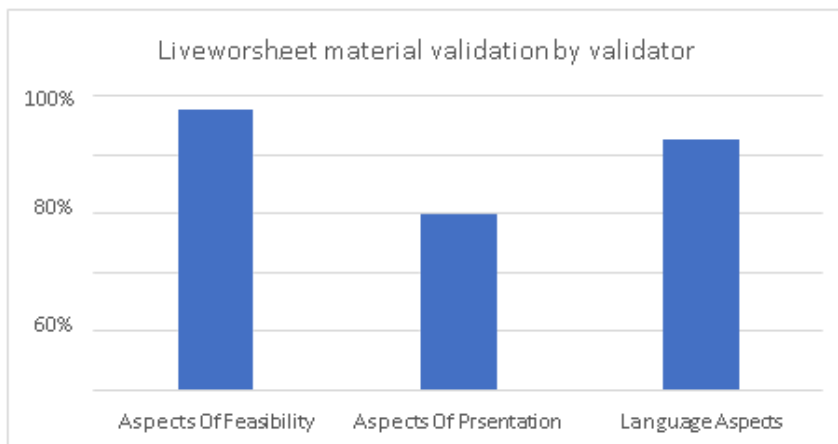


Figures 4 . Pdf files of liveworkshleet

After the live Worksheets has been designed, the live Worksheets is submitted to the validator for validation. Validation consists of 2, namely, material validation and media validation. Based on this, the results of the

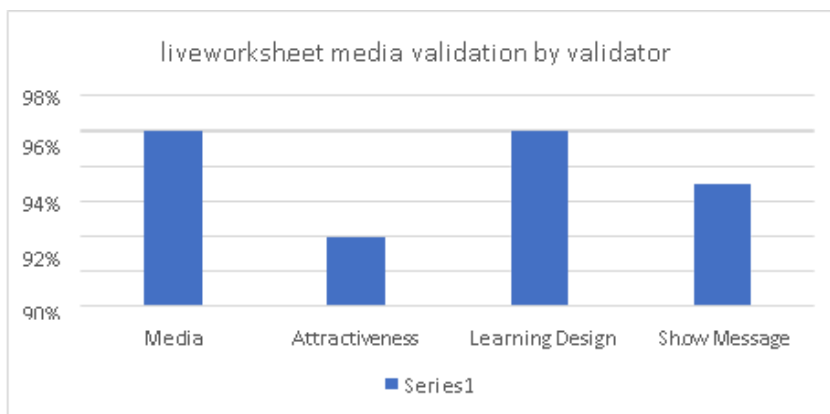
validation analysis using the Linken scale, the total average is 85%. The mean corresponds to the categories proposed by Wise Dawn (2022) , indicating a very feasible category. In material validation there are three aspects, namely aspects of feasibility, aspects of presentation, and language aspects.

The Live Worksheets validator is a lecturer who teaches the GrammarI course and a media expert is a lecturer who is an expert in developing teaching media. The validator certifies that the Live Worksheet was designed. It is suitable for use without revision.



Figures 5 . Liveworksheet material validation by validator

Media validation based on the results of data analysis obtained an average of 95%, with a very feasible category. In media validation there are four aspects of assessment criteria, namely media aspects, aspects of attractiveness, learning design, aspects of show message.



Figures 6. Thle results of Media validation by validator

Based on the results of the validation, it can be seen that the live worksheets can be tested on TBI 2A UMALA students.

a. Implementation Stages

Live Worksheets that have been declared valid by media and Material experts can then be tested on 18 TBI 2A students. During the Liveworksheet trial process, students were very enthusiastic. Apart from that, they focus on their respective computing devices/laptops/smartphones.

However, before being tested, students are given similar questions as a

pretest, which will later become a benchmarks to determine the effectiveness of this live worksheets.

On the live worksheet, an assessment is also carried out in the form of questions and answers. From here, a completeness score is obtained in working on the e-worksheet which we call the post test as presented in Table 8.



Figures 7. One of the student scores

It can be seen from the students scores and one of the students responses in Figures 12 and Figure 13 that the live worksheet makes students not experience teacher-centered learning as usual. students cannot discuss material outside of the material on their computer devices dule to time constraints. This can be seen when collecting data. Students utilize the learning video feature and focus on their respective computer devices to discover the concepts of the material. Students can find their understanding of concepts through live worksheets, so that lecturers can explain and conclude with students when the work time is finished. Apart from that, the use of various features in the questions makes the live worksheet display more interactive.

Based on the results of the analysis in the previous stage, Liveworksheet has met the criteria for good learning media in the form of electronic student worksheets, namely; The Liveworksheet categories assessed through validation sheets by media experts and material experts are included in the very valid category Table 1. There were 18 students who obtained post test scores that achieved complete completion, so that electronics students worksheets can be used to help students in studying GrammarI in particullar; This is in line with Fitriani's previous research (2021) which showed the results that Liveworksheets can facilitation a more interactive way of learning for students so that students can participate so that learning is more meaningfull for students.

Building on previous research by Andista et al. (2023), which demonstrated the effectiveness of e-live worksheets in enhancing learning outcomes, this study explores the impact of these interactive tools in a Grammar course context. The use of e-live worksheets addresses some of the limitations of earlier studies that focused on paper-based or less interactive digital tools.

One significant difference in this study is the focus on live worksheets, which offer a higher level of interactivity compared to traditional digital tools. This interactivity can lead to increased student engagement and motivation, as students are more likely to participate actively in learning activities that offer immediate feedback and interactive elements. The dynamic nature of e-live worksheets can also help maintain student interest and prevent disengagement, which is a common issue with

static or monotonous learning materials.

Furthermore, the use of e-live worksheets aligns with modern educational practices that emphasize technology integration and digital literacy. As students increasingly interact with digital platforms in their daily lives, incorporating similar technology into their learning environment can make education more relevant and accessible. By familiarizing students with digital tools and interactive learning methods, e-live worksheets can better prepare them for future academic and professional challenges.

CONCLUSION

From the results of data analysis carried out by researchers, it is known that the electronic student worksheet on Grammar course is suitable for use in the learning process. To further enhance the understanding of the electronic student worksheet's performance and its impact on the learning process, it is important to consider a few additional aspects. Firstly, the high validity percentages, with media at 85% and material at 94%, underscore the strong alignment of the worksheet with established educational standards and content accuracy. This suggests that both the design and the educational content have been rigorously reviewed and deemed appropriate by experts in the field. Furthermore, the practicality score of 85%, based on student feedback, indicates that the worksheet is user-friendly and integrates well into the students' learning routines. This practical usability is crucial for ensuring that students can engage effectively with the material without facing significant barriers. The effectiveness score of 66%, derived from the comparison between pre-test and post-test results, reflects a measurable improvement in student learning outcomes. While this percentage suggests a positive impact, it also highlights an area for potential enhancement. Future iterations of the worksheet could focus on addressing any specific challenges identified during the study, aiming to increase the effectiveness further. In addition to these findings, it would be beneficial to consider longitudinal studies to assess the long-term benefits of using the electronic student worksheet. Such studies could provide insights into how sustained use of the worksheet influences students' grammar skills over time and whether the improvements seen in test scores are maintained. Moreover, collecting qualitative data through interviews or focus groups with both students and educators could offer deeper insights into the worksheet's strengths and areas for improvement. This feedback can guide refinements to ensure the worksheet remains an effective educational tool that meets the evolving needs of its users. Overall, the electronic student worksheet demonstrates a promising approach to enhancing grammar education, with its validity, practicality, and effectiveness providing a strong foundation for its continued use and development in educational settings.

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