



The implementation of live work sheet as digital media for student’s assessment

Citra Puteri Utami^a, Lia Noviana^b

^aEnglish Education, UIN Raden Intan Lampung
citraputeri2001@gmail.com

^bEnglish Education, UIN Raden Intan Lampung
lianoviana121@gmail.com

APA Citation:
Utamia. C. P., Noviana. L., (2024). Title: An Analysis of Project-Based Learning Approaches in Enhancing English Proficiency among Higher Students. *iRecall Journal: An Indonesian Journal for Language Learning and Teaching*, 2(2), 68-91.

ABSTRACT

Live worksheet Live Worksheets is an application that helps teachers make material and questions more interactive with various activities like drag and drop, matching, multiple choice, etc. This application can be accessed online via a browser. Student’s assessment is an effort to obtain data or information, which is a process and result of learning to determine the quality or how well a student's performance is, the value of a class or course, or study program with certain criteria/learning outcomes or goals.

This research is about The Implementation of Live Work Sheet as Digital Media for Student’s Assessment at the first semester of the seventh-grade students of SMPN 02 Bandar Lampung. The objective of this research is to describe process of student’s assessment by using live worksheet in teaching and learning process, the advantages, and disadvantages of using live worksheet in doing assessment. In this research, the researcher used descriptive qualitative research. The researcher used purposive sampling technique to determine the sample. The researcher chose class 7.10 (bilingual class) as sample which consisted of 30 students. In collecting the data, the researcher used three kinds of instruments, they are: observation, questionnaire, and

	document analysis. The researcher used three major of data analysis: they were data reduction, data display and conclusion drawing or verification. From the data analysis, the researcher found in The Implementation of Live Work Sheet as Digital Media for Student's Assessment at SMPN 02 Bandar Lampung were as follows: The first, the student's assessment by using live worksheet was running well, the classroom atmosphere was the students looked to understand in assessment but some of them looked less confused. The second, the students got some problems in doing assessment by using live worksheet, they were: the students felt the result was unfair and students thought that it was complicated. The third, the students got some benefit such as they can directly answer the question without write the whole text, they had much time in doing the test, and they can see the result directly. Hopefully, the result of the research will show that the implementation of live work sheet as digital media for student's assessment will be useful for both. Finally, the teachers can directly assess the students work without checking one by one and the students can easily see their result after doing their work without having curiosity. Keywords: Digital Media, Implementation, Live Work Sheet, Student's Assessment
--	---

Introduction

Agreeing with Stella Lowry (1993) an essential function of assessment is to help to learn by giving understudies a check on their advance and an opportunity to move forward. In this case the students are given an opportunity to allow criticism to their teachers. Evaluation can be valuable in refining the educational module is instructed because the teachers get feedback from the students so that they can reconsider again some theories, methods, approaches, strategies, or techniques that will be used again in class so that the learning objectives can be achieved. Evaluation is utilized to control the movement of understudies through the framework and rank them in arrange of accomplishment.

Furthermore, Sahbi Hidri (2016) assessment is defined as the teacher's ability to use scores, analyze, comment, report results, make fair conclusions about the results obtained by test takers, write instructional evaluation reports of language materials and programs. Therefore, teachers are considered to play a key role in assessment reform.

It can be concluded that assessment is student learning outcomes which are also measured based on the level of skill and ability. The results of this assessment process are then used as a teacher's reference in designing future learning processes. Based on the explanations from some of the opinions of the experts above, it can be concluded that the purpose of the assessment is to determine the learning abilities of students, improve student learning activities, encourage student enthusiasm in learning and as feedback for improving learning for teachers.

There are several ways to carry out an assessment such as through a written or oral test. Generally, written assessment is done by giving written worksheets to students, but in this modern era, worksheets can be online so that paper production can be reduced. Paper is one of the most common wastes

produced by humans, both produced by households and schools and offices. Paper waste is a serious problem on this earth. Furthermore, paper waste in Indonesia reaches 12.02%. In general, paper is made from nature and usually from trees. Thus, the more we use paper, the faster the earth will be damaged because its natural balance is disturbed. Paper is made from cellulose which is found in wood. The more the need for paper, the more wood is needed so that more trees must be cut down and cause environmental damage. The need for paper in large quantities not only encourages the production of the paper industry, but also creates various environmental problems such as fallen trees in forests, garbage, water and environmental problems such as air pollution (A. Z. Saputra and A. S. Fauzi: 2022)

If paper production continues, trees will be endangered and gas emissions will increase, causing global warming to increase. Therefore, another alternative is sought that has the same function as student worksheets, namely the use of digital media. In a general sense, online media can also be interpreted as a means of online communication. With this general understanding of online media, email, mailing lists (mailing lists), websites, blogs, Whatsapp, and social media fall into the category of online media. Online media is a general term for a form of media based on telecommunication and multimedia. Inside there are portals, websites (websites), radio-online, TV-online, online press, mail-online, and others, with their respective characteristics according to the facilities that allow users to use them. (Sam'un, et.al: 2018).

Digital media is widely used in learning activities, for example, the use of quizzes media to improve student's reading skills, the use of padlet wall media to train students' writing skills, the use of lyrics training media and digital storytelling to hone students' listening skills, and the use of digital media you speak to improve speaking skills of students. In terms of assessment, there are

digital media that can be applied, one of which is the Live Work Sheet which is an online student worksheet.

Live work sheet is a web-based platform called Liveworksheet.com. Live work sheets are student worksheets in online form. This online student worksheet takes advantage of new technology implemented in the world of education because it can produce sound, display videos and even produce voice messages. In the live worksheet, the teacher can create various kinds of exercises for students and then students can work on them online. This changed the assessment activities on student abilities that were previously held conventionally/traditionally to become online. Students can do a variety of exercises online and send them directly to their teacher. For teachers, this can make it easier to carry out assessments because the assessment is carried out directly by the system, for students it can motivate them to do exercises because they are more interesting and try new things, while for the environment it is very beneficial because it saves paper.

Furthermore, a live worksheet is a platform in the form of a website that provides services for educators to be able to use online worksheets for students and create their own questions to be given for evaluation online (Fauzi et al., 2021; Wawan, et al., 2022; Rahimah, et al., 2020). The use of live work sheets is very beneficial because with live work sheets, teachers can make assessment activities easier for students to use (Supriatna et al., 2022). Student worksheets using live worksheets have the advantage that students can work on practice questions online and send answers to their teachers so that apart from motivating them, they can also save time and paper (Ariyanti & Yunus, 2021) and if digital illustrated stories are added, it can make activities assessment is more interesting

and meaningful for students and can increase students' interest in other assessment activities (Amelia & Muzakki, 2021).

The results of research from Pulungan, et.al (2022) show that the development of student worksheets using liveworksheets in the form of picture stories can be declared feasible and effective to use. Furthermore, according to Sekar Ayu Larasati (2022), the results of the study show that most students have a great interest in learning when using liveworksheets. The researcher continued the interviews with several students who were able to apply the vocabulary they got in everyday life in learning English. They apply it by creating Whatsapp stories, or chatting with family or friends, so they can improve their English vocabulary using liveworksheets. There are several factors of interest in learning that greatly influence students in class IX 3 Colomadu in the English class using this liveworksheet, namely: 1) internal factors; a) health, b) talent, c) readiness; 2) external factors: a) family; b) school.

From the two studies, the researcher concluded that Live Worksheets have many benefits for learning activities. Based on the results of the needs analysis and research results above, the researcher will describe the implementation of the Live Work Sheet as an assessment media in learning English in bilingual classes, namely class 7.10 SMPN 02 Bandar Lampung in 2022/2023.

Literature Review

Steps of implementing liveworksheet for student's assessment.

According to Hermanto et.al (2023). The steps in making a liveworksheet are as follows:

1. Type Liveworksheet.com in Google search

-
2. Click registration (re-register)
 3. Login as user and password, then login
 4. Click make an interactive worksheet,
 5. click get started,
 6. Click Browse for the file to be uploaded, click Upload
 7. Click on the pencil image to edit or generate a fill box student answer,
 8. click check button,
 9. when finished we can see our worksheet view. There are 2 options for storing worksheets, namely initial and exclusive. If general then we need to capture the data in the form of material topic subjects, classes, assumed age, as well as the type of LKPD.
 10. Create a worksheet assignment by copying the link and assigning it to learners.

Advantages of implementing liveworksheet for student's assessment.

According to Damayanti & Lestyanto, (2021). Some of the advantages of using liveworksheets are

- (a) interactive and engaging, liveworksheets offer a more interactive and fun learning experience, because students can interact directly with learning content in a variety of exciting and fun formats;
- (b) personalized, liveworksheets allow teachers to create learning activities tailored to the needs and level of understanding of students, so that each student can learn in the most effective and efficient way;
- (c) self-directed learning, liveworksheets allow students to learn independently, as learning activities can be accessed from anywhere and anytime, as well as provide immediate feedback on student performance;

- (d) facilitate examination, liveworksheets make it easier for teachers to check and evaluate student performance quickly and easily, because learning activities can be evaluated automatically;
 - (e) time and cost savings, liveworksheets can help save time and costs, because teachers no longer need to print and copy learning materials manually.
- Thus, live worksheets can assist teachers and students in improving the quality of learning and achieving better learning outcomes.

Disadvantages of implementing liveworksheet for student's assessment.

According to J Jefriadi et al (2018) there are several student disadvantages in using liveworksheet as student's assessment, they are:

First, students' worksheets are prepared immediately directing students to carry out investigations without being preceded by directing students to problems or providing stimulation to students.

Second, the student worksheet only provides fields investigations without giving orders to carry out data analysis and draw conclusions on their own,

Third, the LKS does not provide concrete pictures, some parts of the activity are missing image, must be on the genetic material and biotechnology worksheet must display the image according to the material as a stimulus for students to be able to provide motivation and real life examples that can be seen by students.

Research Methods

In this study, researchers will use qualitative methods with a qualitative descriptive approach. According to Zuchri Abdussamad (2021), a qualitative method is a research method that places more emphasis on its analysis on

deductive and inductive inference processes and on an analysis of the dynamics of relationships between observed phenomena, using logic. Furthermore, this research method is oriented to natural phenomena or symptoms. Qualitative research is fundamental and naturalistic in nature, and cannot be carried out in the laboratory, but in the field.

The populations in this study were 7th grade students at SMPN 02 Bandar Lampung while the sample was all bilingual students in grade 7.10 who had been selected using a purposive sampling technique. According to Zuchri Abdussamad (2021), the purposive sampling technique is a technique for taking samples of data

sources with certain considerations. These particular considerations are for example the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the social object/situation being studied.

To collect data researchers, use observation techniques, questionnaires, and document analysis. From the data obtained, the researcher will analyze the data in several steps, Miles and Huberman (1984) suggest that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification.

Thus, researchers provide 20 close-ended questions in the questionnaire to be filled in by 30 students. The data is taken from the teaching and learning process and the results of the questionnaire. From the data obtained, the researcher will later describe the implementation, advantages, and disadvantages of live worksheets as digital media used for student assessment.

From the data collection technique above, the researcher made an instrument:

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In this research was used observation manual that the researcher prepared it before.

Table1. Observation Guideline

No.	Component of observation	Pointer of observation
1.	To know the process of student's assessment by using liveworksheet	Ten steps to apply liveworksheet for student's assessment
2.	To know the advantages of using liveworksheet for student's assessment	5 Advantages of implementing liveworksheet for student's assessment.
3.	To know the disadvantages of using liveworksheet for student's assessment	3 Disadvantages of implementing liveworksheet for student's assessment.

The researcher was used the questionnaire to get the detail information of advantages and disadvantages of using liveworksheet for student's assessment. The guideline of the questionnaire can be described as follows:

Table 2. Questionnaire Guideline

No.	Component of questionnaire
1.	To know the general process of student's assessment by using liveworksheet
2.	To know the student's benefit of using liveworksheet for assessment
3.	To know the student's problem of using liveworksheet for assessment

To complete the require data, researchers also collected data from analyze the documents. The documents in this study were syllabus and lesson planning.

To obtain the accurate data, the researcher will follow the procedures of research in the following steps based on Creswell's (2005). The first steps are Identifying a research problem, the second is reviewing the literature, the third is specifying a purpose for research, the fourth is reporting and evaluating research, the fifth is analyzing and interpreting the data, the sixth is collecting data.

Furthermore, in analyzing the data the researcher used the theory from Miles and Huberman (1994). According to Miles and Huberman (1994) there are three major phrases of data analysis: data reduction, data display, and conclusion drawing or verification.

Result

Table of Questionnaire (20 Close-Ended Question)

No.	Question	Yes	No
-----	----------	-----	----

1.	Did you still remember about Live Worksheet in doing assessment last semester?	96.4%	
2.	Do you think the implementation of Live Worksheet in doing assessment is interactive and engaging?	92.9%	7.1%
3.	Do you agree that Live Worksheets provide self-directed learning to students and can be accessed by students from anywhere and at any time?	96.4%	
4.	In your opinion, is the Liveworksheet	96.4%	

	adapted to the needs and level of understanding of students?		
5.	Do you agree that Liveworksheet has a role to facilitate the examination so that the teacher can check your score easily?	92.9%	7.1%
6.	Do you agree with implementing Liveworksheet for assessment which saves time and costs?	96.4%	
7.	In implementing the Liveworksheet for assessment, do students directly answer questions	96.4%	

	without writing the entire text?		
8.	Does Liveworksheet save time when working on questions?	96.4%	
9.	Are you interested in doing an English assessment using Liveworksheet again?	100%	
10.	Can students immediately see the results of their assessment?	85.7%	14.3%
11.	Did you get some problems in using Liveworksheet?	71.4%	28.6%
12.	Does Liveworksheet direct the students to	92.9%	7.1%

	conduct investigation without being preceded by directing students to problems or providing stimulation to students?		
13.	Does Liveworksheet only provide field investigations without giving orders to conduct data analysis and draw conclusion on their own?	82.1%	17.9%
14.	Does Liveworksheet provide concrete or complete pictures and match with the	32.1%	67.9%

	question?		
15.	Do you think that the result of Liveworksheet is unfair because it is assessed automatically by the system?	67.9%	32.1%
16.	Do you think that using Liveworksheet for assessment is complicated?	64.3%	35.7%
17.	Are you confused the first time you use Liveworksheet?	71.4%	28.6%
18.	Do you prefer Liveworksheet to paper to be utilized as a media for your assessment?	82.1%	17.9%
19.	Do you think that Liveworksheet	100%	

	is very useful for students and teachers in doing assessment?		
20.	Do you suggest teachers and other students to use Liveworksheet for assessment?	96.4%	

Discussion

In this part, the researcher would like to discuss about the findings of the process of doing assessment by using liveworksheet, advantages and disadvantages of implementing liveworksheet for student's assessment by the participants of seventh grade of SMPN 02 Bandar Lampung.

The findings in this research are seen from three aspects, they are in the process of student's assessment, advantages, and disadvantages of implementing liveworksheet.

The first, observing student's assessment by using liveworksheet was done twice and described as follows:

In the first assessment the teacher ran the steps based on Hermanto et.al. In the second meeting the teacher still run the steps based on Hermanto et.al and her own. It could be concluded that the teacher has given assessment to students by

using live worksheet was the same of theory of Hermanto et.al. The researcher also check document which was syllabus and lesson planning. The teacher has implemented the digital media as it mentions in the document.

Based on the observation, the teaching and learning process is carried out by teachers and students. The teacher could run the entire steps of giving assessment and students did it through live worksheet happily. It means that the students were interested in using live worksheet during assessment.

According to Damayanti & Lestyanto, (2021). Some of the advantages of using live worksheets are

- (a) interactive and engaging,
- (b) personalized,
- (c) self-directed learning,
- (d) facilitate examination,
- (e) time and cost savings,

Based on the result of interview and observation could be concluded that the advantages related to implementation of liveworksheet for student's

assessment were: The implementation of Liveworksheet is interactive and engaging. Live worksheet can be accessed by students from anywhere. The Liveworksheet is adapted to the needs and level of understanding of students. Liveworksheet facilitate the examination so that the teacher can check the score easily. Implementing Liveworksheet save time and costs. Students can answer the question without writing the entire text and students can see the result immediately. In conclusion, Liveworkshop is useful for students and teachers in doing assesement.

Furthermore, the researcher employed a questionnaire to know the students' disadvantages of using liveworksheet for assessment.

According to J Jefriadi et al (2018) there are several student disadvantages in using liveworksheet as student's assessment, they are: First, students' worksheets are prepared immediately directing students to carry out investigations. Second, the student worksheet only provides fields investigations. Third, the Liveworksheet does not provide concrete pictures,

Based on the result of the questionnaire, it was found that there are some problems in using liveworksheet for student's assessment, they are:

1. Live Worksheet does not provide a concrete or complete picture and is appropriate to the question. This is proven by the percentage of students who answered "No" at 67.9% in question number 14 (Does Liveworksheet provide concrete or complete pictures and match with the question?)
2. The results of the Live worksheet are unfair because they are assessed automatically by the system. This is proven by the large percentage of students who answered "YES" to number 15 (Do you think that the result of Liveworksheet is unfair because it is assessed automatically by the system?), amounting to 67.9%
3. Using Liveworksheets is complicated. We can see the results of the answers given by students to question number 16 (Do you think that using Liveworksheet for assessment is complicated?) with the number of students answering "YES" at 64.3%
4. Most students feel confused when using Live Worksheets for the first time. The number of students who answered "YES" as much as 82.1% in question number 17 (Are you confused the first time you used Liveworksheet?) proves that students felt confused when they first used Liveworksheet.
5. Liveworksheet direct the students to conduct investigation without being preceded by directing students to problems or providing stimulation to students. The students that answer "YES" is about 92.9% it can be seen in the question

number 12 (Does Liveworksheet direct the students to conduct investigation without being preceded by directing students to problems or providing stimulation to students?)

Conclusion

The teaching and learning process was carried out by teachers and students by using live worksheet for student's assessment was running well, the classroom atmosphere was the students looked to understand in assessment but some of them looked less confused. The advantages from Liveworksheet were: The implementation of Liveworksheet was interactive and engaging. Live worksheet can be accessed by students from anywhere. The Liveworksheet was adapted to the needs and level of understanding of students. They can directly answer the question without write the whole text, they had much time in doing the test, and they can see the result directly. The Disadvantages in the worksheet were: Live Worksheet did not provide a concrete or complete picture that appropriate to the question. The results of the Live worksheet were unfair because they were assessed automatically by the system and using Liveworksheets was complicated.

About the Authors

Citra Puteri Utami is a fresh graduate from UIN Raden Intan Lampung majoring in English Education. Currently, she is preparing to continue her master's degree in Indonesia and abroad by looking for scholarships, at the same time she also teaches English at several places such as UIN Raden Intan Lampung, IIB Darmajaya, and Just Speak for the Foreign Language Matriculation program, TOEFL Preparation, and English Daily Conversation. Lia Noviana is a UIN Raden Intan Lampung student majoring in English Education. Currently, she is working on a thesis as a requirement for graduation from the University. While completing her thesis, she took several courses to prepare herself to continue her master's degree. Apart from that, she is also currently active in the English

language community.

References

- A. Z. Saputra and A. S. Fauzi, “Pengolahan Sampah Kertas Menjadi Bahan Baku Industri Kertas Bisa Mengurangi Sampah di Indonesia”, *J*, vol. 5, no. 1, pp. 41-52, Jun. 2022. <https://doi.org/10.29407/jmn.v5i1.17522>
- Amelia, D. J., & Muzakki, A. (2021). Pengembangan LKPD Berbasis Cerita Bergambar Digital Pada Siswa Kelas IV SD. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 216–232.
<https://doi.org/10.29407/JPDN.V7I1.16168>
- Ariyanti, I., & Yunus, M. (2021). Pelatihan dan Pendampingan Guru SMP dalam Penyusunan Lembar Kerja Peserta Didik Menggunakan Liveworksheets. *JMM (Jurnal Masyarakat Mandiri)*, 5(4), 1397–1407. <https://doi.org/10.31764/JMM.V5I4.5045>
- 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.
<https://doi.org/10.37478/MAHAJANA.V2I3.1277>
- Hermanto, et.al (2023). Pendampingan Pembuatan LKPD menggunakan platform Liveworksheets untuk Meningkatkan Kompetensi Pengajar Pembelajaran Daring. *J-ABDIPAMAS (Jurnal Pengabdian Kepada Masyarakat)* Vol. 7 • No. 1 • 2023. ISSN:2581-1320(Print)ISSN:2581-2572
(Online).<http://ejurnal.ikipgribojonegoro.ac.id/index.php/J-ABDIPAMAS>
- Jhon W Creswell (2005). *Educational Research*. New Jersey: Prentice Hall.
- Matthew B. Miles and A. Michael Huberman. (1994). *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.
- Pulungan, M., Maharani, S, D., Waty,E, R, K.,Safitri, M, L, O.,Suganda, V, A., & Husni, F. T.(2022). *Development of E-Student Worksheets in the form of*

- Picture Stories Using Live Worksheets in Primary Schools. Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(2).157-167. <https://doi.org/10.25217/ji.v7i2.1759>
- Jefriadi et al 2018 IOP Conf. Ser.: Mater. Sci. Eng. 335 012088. doi:10.1088/1757-899X/335/1/012088
- Rusdan, M., & Mulya, D. B.(2023).The Effect of Using Live Worksheet-Based Electronic Worksheets to Measure Cognitive Learning Outcomes. Edunesia: Jurnal Ilmiah Pendidikan, 4(3), 983-998. <https://doi.org/10.51276/edu.v4i2>.
- Sahbi Idri (2016). Conceptions of Assessment: Investigating What Assessment Means to Secondary and University Teachers, Arab Journal of Applied Linguistics, e-ISSN 2490-4198. Vol. 1, No. 1, January 2016, 19-43. <http://www.arjals.com/ojs/index.php/Arjals2016>
- Sam'un Jaja Raharja, Sari Usih Natari (2021). Pengembangan UMKM di Masa Pandemi Optimalisasi Penggunaan dan Pengelolaan Media Digital. Kumawula, Vol. 4, No.1, April 2021, Hal 108 – 123. DOI:<https://doi.org/10.24198/kumawula.v4i1.32361>
- Sekar Ayu Larasati. (2022). “Students’ Interest in Learning English Vocabulary Using Live Worksheet Media during Online Class (At the Ninth Grade of SMP N 3 Colomadu)”. SAYU LARASATI, Z Arifin - 2022 - eprints.iain-surakarta.ac.id
- Stella Lowry. (1993). Assessment of students. British Medical journal, London WCIH 9JR, BMJ 1993;306:51-4. <https://doi.org/10.1136%2Fbmj.306.6869.51>
- Supriatna, A. R., Siregar, R., & Nurrahma, H. D. (2022). Pengembangan E-LKPD Berbasis Problem Based Learning pada Muatan Pelajaran Matematika pada Website Liveworksheets di Sekolah Dasar. EDUKATIF: JURNALILMUPENDIDIKAN,4(3),4025–4035. <https://doi.org/10.31004/EDUKATIF.V4I3.2844>

Zuchri Abdussamad (2021), Metode Penelitian Kualitatif, Makassar: CV. syakir Media Press.

