



# The Effect of Implementing Liveworksheets in Teaching Basic English Literacy

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## Abstract

This study investigates the impact of implementing Liveworksheets in teaching basic English literacy to tenth-grade students at a Senior High School in Bali. Literacy is a fundamental skill essential for educational success and daily life navigation. Indonesian students face unengaging reading content and language difficulties. This research addresses this issue by utilizing Liveworksheets, a digital platform that transforms traditional worksheets into interactive, multimedia-rich learning tools. This quasi-experimental study used a post-test-only control group design to determine whether there was a significant difference between the experimental and control groups in basic English literacy skills. Descriptive and inferential statistical analyses reveal that the experimental group outperformed the control group, with a mean score of 89.43 versus 74.49. The significance value obtained ( $p < 0.05$ ) confirms the positive impact of Liveworksheets on students' literacy skills. Additionally, the effect size calculation indicates a substantial practical impact. The findings suggest integrating digital media like Liveworksheets into teaching practices can significantly improve student motivation, engagement, and learning outcomes. This study contributes to the theoretical understanding of digital media in education and offers practical insights for educators seeking innovative teaching tools to enhance literacy education.

**Keywords:** Literacy, Liveworksheets, Technology Integration, Student Motivation, Innovative Teaching

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## 1. Introduction

Literacy is a fundamental skill that students must master to succeed in education and navigate their daily lives. Khairuddiniyah (2018) states that literacy is the foundation of education. Literacy plays a role in transmitting information in education and is considered a symbol of modernity and educated individuals. Through competency-based instruction and learning, students understand the meaning of the included text through the interaction between content and structure (Dewi et al., 2020). In today's knowledge-based era, literacy is important in fostering a society of learners (Nurchaili, 2017). Literacy is the foundation of critical, creative, and responsible thinking, which is essential to face the challenges of globalization. To effectively meet the diverse needs of learners, teachers must diligently prepare and use appropriate learning materials. The use of learning media at the teaching orientation stage would significantly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In line with this, Zaini (2017) also stated that learning media is also involved. The



teacher can draw students' attention to prevent them from getting bored quickly in the teaching and learning process (Hemas et al 2023; Sintayani et al. 2022)

There are various kinds of learning media in education, including digital learning media. Hendra et al. (2023) mentioned in their book, "Media Pembelajaran Berbasis Digital," that the use of digital technology as a learning medium in this era is a very suitable alternative for students' habits and environment. That is because learning media with digital technology undoubtedly plays a role as a sophisticated medium and can fulfill the novelty usually familiar to students in this era. According to Rahmadhani et al. (2023), digital learning media offer significant advantages because they can display more engaging multimedia content. It includes videos, animations, and interactive simulations to help increase student interest and engagement in learning. Among the many digital learning media that have emerged, one of the digital media sites that provides interactive digital worksheets is Liveworksheet. According to Mukti et al. (2021), using live worksheets empowers educators to design engaging materials that effectively improve student skills in a more enjoyable manner. In a book entitled "Learning Media for the Millennial Generation" by Yuniastuti et al. (2021), it is explained that Liveworksheets is a platform that allows teachers to create an activity sheet that was previously in the form of traditional printed media into digital media that is interactive and makes students play games while learning.

Using liveworksheets, we can add content in the form of sentences, images, MP3/sound files, videos, and other symbols or icons to make LKPD more visually appealing. Several types of tasks can be arranged by an educator in LKPD liveworksheets, including multiple-choice forms, matching, pairing, drop-down options, open-ended questions, ticks, drag-and-drop, voice, and other forms of tasks tailored to the educator's needs (Ariani et al., 2024; Widyaningrum et al., 2020). Additionally, the adaptability of live worksheets enables a personalized learning experience, tailoring content to each student's unique needs and learning style. This flexibility meets the diverse needs of students in the classroom, ultimately increasing the effectiveness and relevance of the learning process. Thus, using digital worksheets, such as those offered by Live Worksheets, provides educators with an opportunity. It enhances the quality of learning, creates a more engaging learning environment, and increases students' motivation. This is a positive step in facing the challenges of learning in the ever-evolving digital era.

Based on this background, given the low literacy level of Indonesians in the digital era, particularly among the younger generation, educators need to adapt and incorporate digital learning media into their teaching practices (Widyaningrum et al., 2020). By converting traditional student worksheets into digital worksheets in the form of live worksheets, educators can address the current students' preference for digital sophistication in their literacy skills. Several previous studies have shown that the use of Liveworksheets is efficacious in improving the quality of learning. For instance, research conducted by Sholehah et al. (2021) demonstrates that the use of LiveWorksheets can increase student scores with an effectiveness rate of 95.8%, exceeding the minimum passing standard. Furthermore, research conducted by Putri and Rachmadyanti (2022) indicates that Liveworksheet-based teaching materials received positive responses from students, with reliability rates of 89% for media and 95% for documents. This proves that Liveworksheets is an effective learning medium that supports student learning achievement. While previous studies have successfully demonstrated the effectiveness of Liveworksheet in improving student engagement, motivation, learning outcomes, and overall learning experiences, there is a lack of research examining its specific impact on particular learning skills, such as basic English literacy. This research examines the effectiveness of using Liveworksheet in enhancing students' basic English literacy skills.

According to Bateman (2021), the role of digital media in literacy should be grounded in semiotics and computation, rather than focusing solely on 'digital' aspects, for more effective and sustainable interventions. Digital media is also referred to as a supporting tool for learning, where students can learn effectively through engaging and enjoyable learning experiences facilitated by digital media. With the rapid development of the times and the emergence of the latest technology, the



application of digital-based learning media should be implemented by teachers. Technology-based learning can undoubtedly be done through the Live worksheet application. This application helps teachers transform traditional paper worksheets into digital documents in formats such as PDF, JPG, or PNG, which can be found online and feature a function to correct incorrect answers automatically. The easy and practical way of using a live worksheet also supports the effectiveness and efficiency of teachers in their teaching and learning. Lisnuriyani (2021) states that Live worksheets is one of the sites for making e-worksheets or worksheets, making it easier for users to design learning tools. In this digital era, adapting to technology is important. Live worksheet offers a rich library of teaching materials from teachers worldwide (Fitri et al., 2021).

Technology integration in education has become inevitable, especially in language teaching. In the current 5.0 era, digital tools have proven effective in assisting teachers in improving the success of Teaching English as a Foreign Language (TEFL) (Aryanti & Santosa, 2024; Sepang et al., 2020; Oktariani et al., 2022). Liveworksheets have become popular among English language learners for their ability to provide an interactive and engaging learning experience. By providing digital worksheets with multimedia elements such as images, audio, and video, these platforms save teachers time in creating assignments and formative assessment and reduce paper consumption, making them an environmentally friendly option (Le & Prabjandee, 2023). Widiantho et al. (2023) stated that the Liveworksheet platform is proven to have a positive impact on improving student engagement and understanding, despite its technological aspects needing to be resolved for optimal use.

Moreover, Sholehah et al. (2021) found that students achieved an average score of 77.81, with a high effectiveness rate of 95.8%. This indicates that the digital media used in the study was effective. The results show that students' scores exceeded the Minimum Completeness Criteria, demonstrating the success of using digital LKPD in live worksheets. Nuraviah Alfiana (2023) explored EFL students' views on using Live Worksheets in their learning process. The research concluded that Live Worksheets are a compelling, engaging, and valuable tool for EFL education, offering insights for educators and curriculum developers on integrating technology into language learning. Although previous studies have explored the feasibility of using Liveworksheet in education, there is a noticeable lack of in-depth empirical data that examines its specific impact on learning skills, such as basic literacy. Furthermore, the research does not adequately address how Liveworksheet can be effectively utilized in specific grade levels, such as the tenth grade.

## **2. Method**

This study employs a quasi-experimental design with a post-test-only control group to evaluate the impact of Liveworksheets on basic English literacy skills among tenth-grade students at a Senior High School in Buleleng, Bali. Sugiyono (2019: 138) states, "Posttest-only control group design is an experimental research design that uses randomly selected samples. In this design, one group is given treatment (experimental group), while the other group does not receive treatment (control group)." The population consists of all tenth-grade students at a Senior High School in Bali. It consists of 406 students. Cluster random sampling selects two classes as samples: one experimental group (Class X.4) and one control group (Class X.6).

Preliminary observations are made at the research location. Approval is obtained from the school. Homogeneity and normality tests are conducted to ensure the sample groups are comparable. Instruments such as lesson plans and post-tests are prepared and validated. The experimental group is taught using Liveworksheets, while the control group receives conventional instruction. A post-test is administered to both groups to measure learning outcomes. Descriptive statistics (mean, median, mode, range, variance, standard deviation) summarize post-test scores. Inferential statistics, including normality tests, homogeneity tests, and independent samples t-tests, are used to determine the significance of the results. Effect size is calculated using Cohen's d formula to measure the magnitude of the intervention effect. The hypothesis of the study are as follows.

- a)  $H_0$ : There is no significant difference in the basic English literacy skills of 10th-grade students at a Senior High School in Bali between students who learn using digital media Liveworksheet and those who use conventional teaching media.
- b)  $H_a$ : There is a significant difference in the basic English literacy skills of 10th-grade students at a Senior High School in Bali between students who learn using digital media Liveworksheets and traditional media commonly used by teachers in conventional teaching.

### 3. Findings

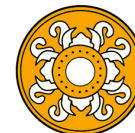
Descriptive statistics summarize data in an organized manner by describing the relationship between variables in a sample or population (Kaur P, et al., 2018). In this study, descriptive statistics analysis was used to measure the measures of central tendency (mean, median, mode), measures of dispersion (range, variance, standard deviation), as well as the highest and lowest scores based on the student post-test scores of both groups in this study. The result of the post-test of both experimental group and control group could be seen in Table 1:

**Table 1. Descriptive Statistics**

	Post-Test Experimental Group	Post-Test Control Group
Mean	89.43	74.49
Median	91.00	76.00
Mode	94	78
Std. Deviation	7.224	5.716
Variance	52.193	32.669
Range	24	23
Minimum	76	60
Maximum	100	83
Sum	3130	2607

As shown in the table, the mean score of the experimental group was 89.43, while the control group recorded a lower mean score of 74.49. Therefore, it can be concluded that the experimental group's performance surpassed that of the control group ( $89.43 > 74.49$ ). The median of the experimental group was 91.00, while the median of the control group was lower than the median of the experimental group, which was 76.00 ( $91.00 > 76.00$ ). The mode score in the experimental group was 94, surpassing the control group's mode score of 78. This implies that the most frequently occurring score in the experimental group was higher than that of the control group ( $94 > 78$ ). The range of scores of the experimental group is 24, ranging from 76 to 100. On the other hand, the control group scores have a range of 23, from a minimum score at 60 to a maximum score at 83. The results showed that the control group had a variance of 32.669, while the experimental group's variance was 52.193. The data shows that the standard deviation in this study was 7.224 for the experimental group, while the standard deviation for the control group was 5.716.

Inferential statistical analysis was conducted to determine the significant effect of Liveworksheet media on students' basic English literacy skills in both groups. Before utilizing the t-test, the data had to fulfill the assumptions of normal distribution and homogeneity of variance. The result of the data analysis of normality and homogeneity of variance is presented below. In this study, the normality test was conducted to determine whether the distribution of data in the control group and experimental group showed a normal distribution. Based on statistical recommendations, the Shapiro-Wilk test is more appropriate for samples of this size, as it provides greater sensitivity and accuracy in detecting deviations from normality than the Kolmogorov-Smirnov test. As shown in Table 5, based on the Shapiro-Wilk calculation table, the significance value (Sig) of each group has exceeded the value of 0.05 ( $>0.05$ ). The significance value of the normality test achieved by the experimental group was



0.063, and the significance value achieved by the control group was 0.113. Therefore, it can be concluded that the data is usually distributed.

Since the data meet the assumptions of normality, the t-test can be used to test the research hypothesis. Hypothesis testing was conducted using an independent samples t-test (t-test) to determine whether there was a significant effect on tenth-grade students' basic English literacy skills between students taught using Liveworksheets and students taught using traditional methods. In this process, the decision to accept or reject the null hypothesis depends on the significance level obtained from the t-test analysis. If the significance value (p-value) exceeds the standard alpha level of 0.05 ( $p > 0.05$ ), then the null hypothesis that there is no significant difference between the two groups is accepted. In contrast, if the significance value is less than 0.05 ( $p < 0.05$ ), the null hypothesis is rejected; this means there is a significant difference between the two groups. The following are the hypotheses proposed in this study:

**Table 2. Hypothesis Testing**

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post- Test Score	Equal variances assumed	2.845	.096	9.596	68	.000	14.943	1.557	11.836	18.050

The Sig. (2-tailed) value is shown as 0.000. It indicates that the observed level of significance (sig. (2-tailed)) was less than the standard alpha level ( $\alpha = 0.05$ ). Consequently, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This finding suggests that using Liveworksheets as a digital learning medium has a significant impact on the basic English literacy skills of tenth-grade students. After determining the significance, the effect size test was carried out to determine whether an independent variable affected the dependent variable. This test was conducted to measure the magnitude of the effect between the two variables. Based on the results of the data analysis, the calculated effect size was 2.29. Therefore, it could be said that implementing Liveworksheets in teaching basic English literacy for tenth-grade students of a Senior High School in Bali had a significant effect with a very large effect size of 2.29.

#### 4. Discussions

This study was conducted to determine the significant effect of implementing Liveworksheets digital media on tenth-grade students' basic English literacy skills at a Senior High School in Bali. The sample in this study was taken from a total population of 407 students in the tenth grade of a Senior High School in Bali in the 2024/2025 academic year that consisted of 12 classes. To determine two classes as samples from the total population, the researcher used a cluster random sampling technique with the help of the website <https://pickerwheel.com/>. Based on the selection results, class X.4 was the experimental group, while class X.6 was the control group. Class X.4 (experimental group) will be taught using Liveworksheets, while Class X.6 (control group) will use conventional learning techniques. Furthermore, both groups were given identical post-tests after completing the treatment to determine the effect. After implementing the post-test, the data obtained was analyzed using descriptive and inferential statistical analysis to determine the effect between the two groups.





The treatment in this study was conducted for six meetings for each group. Both experimental and control groups were taught the same topic. The first and second meetings focused on Procedure Text with the theme “Healthy Food - What kind of food do you consume regularly?” Meanwhile, the third to sixth meetings discussed Analytical and Hortatory Expository Texts with the theme “Graffiti”. The learning process emphasized students' basic English literacy skills, including reading, listening, interpreting, evaluating information, and communicating in English. Both groups participated in an equal number of treatment sessions and were assessed through a post-test given at the seventh meeting.

In the experimental group, the learning activities started with an introduction to Liveworksheets, including its functions and features. Once the students were familiar with the platform, the researcher delivered the learning materials using Liveworksheets. The materials were displayed through a projector to facilitate class discussion, and the Liveworksheets link was also shared through a WhatsApp group so that students could access the content on their mobile devices. Students were guided to explore the topic through teacher explanation and interactive Liveworksheets activities, which included features such as PowerPoint slides, YouTube videos, images, text, questions, and audio. These multimodal resources allow students to access and evaluate information related to the topic under discussion. This reflects a literacy-oriented learning approach, in line with Purwo (2017), who defines literacy as the ability to evaluate information from various sources critically.

According to Mukti et al. (2021), Liveworksheets enables teachers to design worksheets that support learning in fun and effective ways, including quizzes, drag-and-drop activities, and instant feedback to keep students focused and engaged. In line with this, the researcher designed Liveworksheets using features that can facilitate students in basic English literacy. Therefore, the various features available on the Liveworksheets platform are maximally utilized to improve students' understanding in three main aspects, i.e., reading, listening, and vocabulary skills. The following further explains the features used in this study and their impact. The study utilizes various features to enhance students' reading and vocabulary skills, including PowerPoint for visual and systematic material delivery, links to articles and dictionaries for exploration, checkboxes for questions with multiple correct answers, MP3 audio for listening practice, drag and drop and single choice for interactive engagement, join feature for combining elements like words and meanings, YouTube player for real-life usage videos, simple text for reading comprehension practice, and open answer for essay questions assessing comprehension and vocabulary. These features aim to improve students' reading abilities and vocabulary through interactive and varied methods.

After conducting 6 meetings and carrying out the post-test, the results of both groups were calculated using descriptive and inferential statistical analysis using SPSS 26. Based on the analysis, the average score of students taught using Liveworksheets was 89.43, while the control group had a lower average of 74.49. From these results, it can be concluded descriptively that the experimental group is better than the control group. In addition, inferentially analyzed data were also calculated to determine the significant difference between students in the experimental and control groups. The results of the inferential statistics showed that the value of Sig. (2-tailed) is 0.000, less than the standard alpha level ( $\alpha = 0.05$ ). Moreover, the observed t-value (9.596) is much higher than the critical t-value, indicating a statistically significant difference. The results of the inferential statistical analysis show that Liveworksheets, as digital media, have a better effect than conventional media on students' basic English literacy. The above results mean that the null hypothesis in this study is rejected, and the alternative hypothesis is accepted. In other words, the mean scores of both the experimental and control groups show a significant difference in the basic English literacy skills of grade 10 students at a Senior High School in Bali who were taught using Liveworksheets as a media with those taught using conventional media.

The findings of this study align with previous research, such as Widiantho et al. (2023), which highlighted Liveworksheets as user-friendly, interactive, and effective in increasing student engagement and understanding. Students showed high enthusiasm when introduced to Liveworksheets, quickly grasping their use and actively exploring its features, supporting Dina Putri and Putri Rachmadyanti's



(2022) research on the feasibility and positive student responses to Liveworksheets-based Student Worksheets. Additionally, the study's results are consistent with Novianti et al. (2022), who showed that Liveworksheets-based worksheets effectively increased students' learning motivation in blended learning environments, and Sholehah et al. (2021), whose research indicated that e-LKPD based on Liveworksheets led to average student scores exceeding the Minimum Completeness Criteria. The study's post-test results reflected higher performance in the experimental group compared to the control group, reinforcing the evidence that Liveworksheets significantly improve student motivation, engagement, and learning outcomes.

## 5. Conclusion and Suggestions

The findings and discussion of the data analysis in this study indicate that the implementation of liveworksheets significantly affects the basic English literacy of grade 10 students at a Senior High School in Bali. This is supported by the descriptive and inferential statistical analysis results calculated with the help of SPSS 26. Based on the descriptive statistical analysis, the mean value of the experimental group treated using digital media liveworksheets was higher than that of the control group taught with conventional learning. The mean value of the two groups is significantly different, as the mean value of the experimental group is 89.43, while the mean value of the control group is 74.49. Thus, it can be proven that the experimental group achieves better than the control group. Moreover, the results of inferential statistical analysis in this study show that the significance value of the data (2-tailed) is 0.000, which is lower than the significance level of alpha ( $\alpha = 0.05$ ). This is also supported by the results of the effect size calculation, which shows a considerable value of 2.29.

In conclusion, Liveworksheets significantly and strongly affected the basic English literacy skills of grade 10 students at a Senior High School in Bali. The experimental group performed better than the control group, meaning that students taught using Liveworksheets can achieve better than those taught with conventional teaching. In addition, using digital media, Liveworksheets proved to be an effective medium in teaching English because it can bring new, innovative, and non-monotonous learning. This helps improve students' achievement, maintain their focus during learning activities, and increase their enthusiasm for learning.

In relation to the study's results, the researcher proposed several suggestions, such as that teachers consider using Liveworksheets as a medium in teaching basic English literacy, especially in the areas of reading, listening, and vocabulary. The use of this digital media allows teachers to create a more interactive, engaging, and student-centered learning experience. Students are encouraged to utilize Liveworksheets not only during classroom learning but also for self-study. As they are accessible online and offer different types of interactive exercises, students can improve their vocabulary acquisition, listening comprehension, and reading skills in a fun and engaging way. Using Liveworksheets regularly can also help students build stronger study habits and become more confident in using English in various contexts. For future researchers interested in conducting similar research, applying Liveworksheets in different educational levels, schools, or regions is recommended to obtain more generalizable findings.

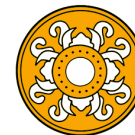
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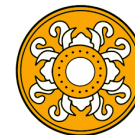


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