

The Liveworksheets in Vocabulary Learning: Implementation and Perception of EFL Students

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Abstract

This study investigates the implementation of the Liveworksheets application in vocabulary learning for 8th-grade students at a public high school in Bali and explores students' perceptions of its use. While existing literature has primarily emphasized the technical features of Liveworksheets and its general application in language learning, there remains a significant research gap in understanding how this tool is practically integrated into vocabulary instruction within offline classroom settings—particularly in Indonesian secondary education—and how students perceive its effectiveness. To address this gap, this research employs a descriptive qualitative approach, incorporating document analysis, classroom observations, questionnaires, and in-depth interviews with an English teacher and students. The findings reveal that Liveworksheets is used mainly as a formative assessment tool, supporting vocabulary retention through features such as automatic feedback and interactive formats. Students identified benefits such as personalized learning, ease of access, and increased motivation, though challenges related to internet connectivity and device limitations persist. This study contributes practical insights into the pedagogical use of interactive digital worksheets in vocabulary learning, particularly in offline classroom environments in Indonesia.

Keywords: Vocabulary; Technology-based media; Liveworksheets; English

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INTRODUCTION

In recent years, technology has become an integral part of English language learning, transforming traditional teaching methods and enhancing learner engagement and outcomes. Digital tools and applications offer innovative ways to practice vocabulary, improve language skills, and provide immediate feedback, making learning more interactive and accessible. The integration of technology in English education supports personalized learning experiences and allows learners to engage with authentic materials beyond the classroom setting (Yasa et al., 2023). This technological advancement is particularly essential in helping both ESL and EFL

students achieve their goal of mastering English, as it facilitates communication and language acquisition in more dynamic and effective ways (Maharani & Santosa, 2021).

Among many language learning applications available, one educational application teachers and students can also use is Liveworksheets. Le and Prabjandee (2023) state that Liveworksheets is an online platform or smartphone application that provides various digital worksheets. This web-based application is easy to use because it only can be accessed via the link. Thus, teachers and students can use it whenever and wherever they want if they have a good internet connection. Besides that, Liveworksheets also offers various types of exercises such as drag and drop, multiple choice, match, and word search to make the learning process more valuable in improving students' language skills and language aspects such as vocabulary because it encourages the repetition process, allowing users to practice the vocabulary learned repeatedly, thereby improving understanding and memory (Khalid & Aziz, 2022). This application also supports teachers' creativity in creating their worksheets with various features offered.

This platform offers various interactive worksheets across all subjects, including language learning, enabling teachers to either search for materials created by a broad community of educators or develop customized worksheets tailored to their creative approach and student needs. Furthermore, teachers can upload worksheets designed in other applications such as Microsoft Word and Canva, enhancing the flexibility and adaptability of instructional content (Ismaniar et al., 2024). Widiantho et al. (2023) highlight both benefits and challenges experienced by students using Liveworksheets. The advantages include personalized learning supported by diverse features and adaptive task types, increased flexibility through anytime-anywhere access, enhanced student engagement, real-time tracking of student progress, and instant feedback that helps students recognize their strengths and weaknesses. However, practical limitations such as internet connectivity problems and device compatibility issues pose challenges that need addressing to maximize the application's effectiveness in learning environments.

The implementation of Liveworksheets has been proven effective across different educational levels, both internationally and widely in Indonesia. A preliminary observation at a prominent public junior high school in North Bali, showed that this school actively integrates several digital media in its teaching practices, including the Liveworksheets application. The school permits students to use their smartphones with teacher consent during lessons to enhance learning effectiveness and efficiency. As a model for other schools, it has successfully employed various interactive, technology-based media to support teachers and students throughout the learning process. In this study, the TPACK framework was employed as the research lens to examine how teachers integrate technology in their teaching practice (Koehler et al., 2014). Specifically, TPACK's three core components—Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK)—guided the analysis of teachers' ability to select, adapt, and implement the Liveworksheets technology in alignment with effective pedagogical strategies and subject matter expertise. For example, teachers demonstrated TK by mastering the functionalities of Liveworksheets; PK was evident in their use of strategies such as interactive worksheets and real-time feedback to engage students; and CK was applied by aligning worksheet content accurately with subject topics. This approach aligns with the study by Scherer et al., (2021), which highlighted the necessity of integrating

these three essential components of TPACK for successful technology implementation in education.

In the digital era, implementing these concepts is becoming easier with the support of technology, which allows for a more efficient learning process. Moreover, technology is now commonly used in the field of education to facilitate teachers and students (Merta et al., 2023). As stated by [Imaniah and Manar \(2022\)](#), technology is now a regular part of daily life, and students getting used to offline and online learning has made it an essential tool. According to [Raja and Nagasubramani \(2018\)](#), technology is an interactive tool that plays a vital role in academic settings because it can realize effective and efficient learning processes, such as easy access, providing interactive learning resources, improving student understanding, and creating a different and more enjoyable learning atmosphere. The types of technology tools, such as mobile devices, come in various sizes and prices, from cheap to expensive, which makes it easier for teachers and students to use them anytime and anywhere, both inside or outside the school area ([Casmal & Pribadi, 2022](#)). Besides that, as a learning media, teachers and students can use it to explore various interactive learning resources that support increased understanding and students' interest in learning. Many interactive learning resources, such as applications, websites, learning videos, and e-book platforms, can be easily accessed through mobile devices ([Husnita et al., 2023](#)).

Language without vocabulary will be complex for anyone to understand because the meaning of a word cannot be conveyed. This means that vocabulary influences life because it concerns how humans communicate with other humans. Moreover, this aspect is also the foundation for influencing the basic English skills that consist of speaking, writing, listening, and reading ([Permana, 2020](#); [Harmawati et al., 2023](#); [Pramesti et al., 2025](#)). From the points above, vocabulary can be described as the basic component that learners must master in mastering English because it has several important roles. This is also important in a foreign language or second language environment because, as EFL or ESL students, they need vocabulary to communicate ([Loviyani et al., 2022](#)). In this digital era, teachers can utilize technology to access various engaging media rather than just relying on books, flashcards, or dictionaries ([Alfiah et al., 2024](#)). Teachers can customize vocabulary learning by choosing the right technology in this era ([Purnawan et al., 2022](#)). This allows students to experience learning in different styles, improve their understanding, and increase learning motivation (Hazarika, 2017).

According to [Teresa and Febria \(2023\)](#), using Liveworksheets as a teaching and learning media influenced the development of students' speaking skills. This statement is strengthened by the findings of the study conducted by [Hidayah and Asari \(2022\)](#) who found that the Liveworksheets can be used as a medium to train listening skills at 2nd-grade Junior High School in Thailand during online meetings. Live worksheets also successfully developed students' writing skills. It was proven in the research conducted by [Jumiati \(2022\)](#) which was carried out using the Classroom Action Research (CAR) method. The increase in students' interest in learning can be seen in the research results, and students were also able to improve their writing skills compared to before using problem-based Liveworksheets learning media. In addition, this application also has an important role in language aspects, such as grammar and vocabulary. According to [Arsani et al., \(2025\)](#), Liveworksheets were used to improve students' vocabulary because they were having very limited vocabulary knowledge.

Previous studies have demonstrated that the use of technology, specifically through the Liveworksheets application, significantly enhances English language skills by improving various linguistic aspects and increasing students' interest and motivation to learn through diverse interactive activities. These activities are facilitated by the application's engaging features and multimedia, which have received positive feedback from both teachers and students across different educational levels. However, despite this growing body of research, there remains a limited number of studies focusing on the application of Liveworksheets for vocabulary acquisition among 8th-grade students in Indonesia during offline classes. Additionally, there is a noticeable gap in research exploring the perspectives of 8th-grade students in Public High Schools in Bali regarding this technology. Given these gaps, the findings from previous studies may not fully represent the context of this specific educational setting. Therefore, investigating the effectiveness and reception of the Liveworksheets application in vocabulary learning for 8th graders in a Public High School in Bali is essential, contributing novel insights to the existing literature.

METHOD

Design

This study employed a descriptive qualitative research design. According to [Creswell \(2014\)](#), qualitative research involves face-to-face interactions conducted in natural settings to gather data related to the problems or issues experienced by research participants. Qualitative research produces descriptive data, which includes behaviors, as well as written and unwritten expressions of the subjects.

Participants

The participants in this study included an English teacher at a public high school in Bali and all 40 students, consisting of 21 male and 19 female students. The English teacher was selected based on several criteria: active use of the Liveworksheets application in English instruction, availability and willingness to participate in the study, and prior experience with the Liveworksheets application.

Data Collection

Data collection involved multiple methods. Document analysis was conducted on materials related to topics, learning outcomes, objectives, teaching procedures, and assessments to understand the planning and implementation of Liveworksheets in learning. Classroom observation focused on how the English teacher integrated Liveworksheets during vocabulary lessons, addressing the first research question. A questionnaire was distributed to all students to gather their perspectives on the benefits and challenges experienced while using Liveworksheets. Additionally, in-depth interviews were held to gain deeper insights and corroborate information obtained through observations and questionnaires, addressing both research questions.

Data Analysis

The analysis followed thematic analysis. Thematic analysis as proposed by [Braun and Clarke \(2006\)](#) was applied for a deeper examination of the data. This included data reduction, which involved simplifying and selecting relevant information from the raw data; data display, which presented findings using matrices, charts, and networks to facilitate understanding

without relying heavily on text; and finally, drawing conclusions and verification, where the data was interpreted to formulate findings consistent with the evidence and research objectives

FINDINGS AND DISCUSSIONS

This research finding from classroom observations revealed that an English teacher and the students, conducted learning activities aligned with the three teaching stages outlined in the teaching module. Implementing the Liveworksheets application was only applied in the whilst-activity as the media to evaluate students' understanding of the material.

Table 1. The Recapitulation of Classroom Observation

Teaching's Stages	Teacher's Activities	Students' Activities	Notes
Pre-Activity	Greet and pray, ask about students' well-being, take attendance, arrange to sit, stretch with ice-breaking (boom and clap), Discuss students' experiences with short messages, and Explain learning objectives and material.	Lead greeting and prayer, share news, take attendance, arrange seating, do ice-breaking, discuss short messages, and respond to teacher questions.	General activities without using the Liveworksheets Application as a learning media
Whilst-Activity	Students explain the material, the teacher emphasizes key vocabulary, answers questions, and corrects pronunciation. Group discussions follow, with e-worksheets accessed, completed, and submitted via smartphones. Discussions, reflections, feedback, and short message writing practice are conducted using Liveworksheets.	Students explain the material, the teacher emphasizes key vocabulary, answers questions, and corrects pronunciation. Group discussions are held, e-worksheets are accessed and completed via smartphones, and results are submitted through WhatsApp. Activities include reflections, feedback, short message writing, and using Liveworksheets as a learning tool.	General activities and the implementation of the Liveworksheets application as a learning media
Post-Activity	Giving preparation instructions for the next meeting and Closing the learning by closing the prayer	Responding to the teacher's instructions and Closing prayer	General activities without using Liveworksheets Application as a learning media

The implementation of the Liveworksheets application was primarily observed during the whilst-activity phase of the lesson, where it served as the core media for formative assessment and vocabulary reinforcement. In this stage, both teacher and student activities were closely aligned with the use of Liveworksheets to support vocabulary learning objectives. During the lesson, the teacher began by presenting the vocabulary material and emphasizing key words related to the topic. After providing a brief explanation and clarification of meaning and pronunciation, students engaged in a group discussion to contextualize the vocabulary. Each group was then instructed to access the Liveworksheets link shared by the teacher via WhatsApp. The teacher had previously designed interactive e-worksheets using Canva, which were converted into Liveworksheets formats, incorporating various task types such as drag and

drop, fill-in-the-blank, multiple choice, and matching. Students worked collaboratively within their groups to complete the exercises using their smartphones. The worksheet tasks were directly linked to the lesson content, requiring students to apply both isolated and contextual vocabulary knowledge. For instance, students matched words to meanings, completed sentences using the correct vocabulary, and identified appropriate usage in different contexts. As they progressed, the system provided automatic feedback for each completed section, allowing students to immediately recognize correct and incorrect responses. This instant feedback helped reinforce learning and stimulated self-assessment.

The teacher monitored group progress in real time, offering clarification and additional support where needed. After completion, students were instructed to screenshot their scores and submit them to the teacher via WhatsApp as a record of performance. The teacher used this data to track student understanding and tailor follow-up instruction. To close the activity, the teacher facilitated a brief reflection session. Students were asked to discuss the vocabulary they found challenging and share their experiences using the platform. This dialogue not only reinforced vocabulary comprehension but also fostered digital learning awareness and peer learning. This implementation illustrates how Liveworksheets was effectively used not only for vocabulary practice but also for encouraging collaboration, self-regulation, and meaningful engagement. The combination of interactive tasks, real-time feedback, and integration with group work and teacher support contributed to a more dynamic and student-centered learning environment.

Based on the findings, the teacher provides identity and guidelines for using e-worksheets and instructions before and after using Liveworksheets. Teachers provide identities on Liveworksheets to make it easier for students to know the topics discussed, and it is hoped that this can help them in the future when they need worksheets again to recognize the context of the questions through the identities included by the teacher in the e-worksheets. Guidelines are also included in each different type of assignment to help students answer questions using the correct method. The teacher also gave instructions on checking the condition of students' devices and the internet before the implementation stage. The instructions given by the teacher aim to ensure the internet and the devices used by students are in good condition. Students with problems will be asked to re-access the link and given additional time to solve the questions. The steps taken by the teacher are the third point in teacher preparation for implementing Liveworksheets, which has been mentioned in the research of [Pradnyadari et al., \(2025\)](#). In their study, the teacher's preparations before implementing Liveworksheets are to provide a clear identity for the e-worksheets used to show the scope of context in the material being taught. The teacher must also provide guidance to make it easier for students to complete e-worksheets. Lastly, the user, both teacher and students, must have internet and a device that can be used to access Liveworksheets because, without internet and a device that supports it, this application cannot be accessed.

With the help of Live worksheets, the vocabulary learning method also reflects the teacher's pedagogical knowledge. The teacher provides several vocabulary exercises in Liveworksheets to help the students become accustomed to remembering the vocabulary taught during the delivery of the material. The teacher's objective in employing this method is to facilitate students' comprehension of the material by reinforcing and enhancing their retention of the vocabulary acquired during each learning session. The teacher provides vocabulary

practice in the e-worksheets by providing vocabulary related to its meaning. The teacher also provides questions about pairing vocabulary according to the context of its use. These findings correspond with [Ur \(2022\)](#), which mentioned that vocabulary learning can be done in isolation and context. Thus, this finding indicates that the E-worksheets used by the teacher in Liveworksheets have used the repetition method, which is also equipped with vocabulary learning methods such as learning isolation and context in the questions.

Result from Interview

Table 2. Interview Transcript Teacher

Question	Answer summary
What is your reason for choosing to use Liveworksheets as a learning media?	The teacher chose Liveworksheets because of its practicality, ease of access via smartphones, and cost-effectiveness. The school no longer allowed printed workbooks (LKS), and using Liveworksheets reduced paper use while aligning with government policies. It was also widely adopted by other teachers at the school.
When do you use Liveworksheets to evaluate students' vocabulary skills? Explain your answer.	Liveworksheets was used during the <i>whilst-activity</i> (core activity) of lessons. It served as a formative assessment tool to evaluate individual student progress. The teacher used it after teaching vocabulary materials, ensuring that the tasks matched the lesson content and student abilities.
Do you prefer using Liveworksheets to assess individual or group abilities?	The teacher preferred using Liveworksheets for <i>individual</i> assessments. It was designed to identify each student's progress in vocabulary understanding, not to affect final grades but to observe learning improvement. The teacher marked low scores and used them as feedback to reteach difficult vocabulary.
Do you prefer designing your worksheets or using the ones already available on Liveworksheets? Explain your answer.	The teacher designed worksheets independently using Canva and exported them to Liveworksheets in PDF form. This approach allowed more customization, ensuring that the materials and vocabulary exercises aligned with the specific needs and abilities of students. The pre-made worksheets on Liveworksheets were often unsuitable in terms of content volume or difficulty.
What type of vocabulary learning do you include in the worksheets you use in Liveworksheets? Provide reasons for your answer.	The teacher focused on both isolated and contextual vocabulary learning. Exercises involved matching words with meanings and using them in context, which helped reinforce students' memory and comprehension of vocabulary relevant to the material taught.
Which features of Liveworksheets do you prepare for vocabulary learning?	The teacher prepared worksheets using interactive features such as drag-and-drop, multiple choice, fill-in-the-blank, and embedded media. Canva was used to enhance design elements (e.g., images and interactive text), and the worksheets were made visually engaging to avoid boredom.
How you implement Liveworksheets in the teaching and learning process?	Implementation began by sharing worksheet links through the class WhatsApp group. Students accessed and completed the worksheets using smartphones, typically within 15–20 minutes depending on lesson duration. Auto-feedback provided immediate correction and scores. Students submitted screenshots of their feedback via WhatsApp.
What preparations do you make before students use Liveworksheets?	The teacher ensured that all students had functional devices and stable internet. Before each session, students were reminded to check their phones and connections. Clear instructions were given to prevent confusion and interruptions during the task. Guidelines for answering different question types were also included in the worksheets.

How do you collect student scores using Liveworksheets?	Scores were not included in final assessments. The teacher used them to observe progress. Feedback was collected by asking students to send screenshots of their results via WhatsApp. If many students had low scores, it signaled a need for reteaching certain vocabulary items.
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The interview results supported findings from classroom observation. It shows that the teacher integrated Liveworksheets into vocabulary learning mainly for its practicality, ease of use, and alignment with the school's paperless policy. It was used during the core activity to assess individual students' vocabulary understanding through interactive exercises. Instead of using ready-made worksheets, the teacher designed custom tasks using Canva to match student levels and lesson objectives, demonstrating a strong commitment to effective and personalized instruction.

Vocabulary was taught using both isolated and contextual learning strategies, supported by features like drag-and-drop and fill-in-the-blank to keep students engaged. Implementation involved sharing links via WhatsApp, checking student readiness, and collecting scores through screenshots. Although the scores were not for formal assessment, they helped the teacher identify areas needing improvement. Overall, Liveworksheets was effectively used as a formative tool to support student engagement and vocabulary development.

The teacher's knowledge of technology showed how the teacher used the Liveworksheets application. Findings show that teachers decided to design their e-worksheets via Canva to add interactive text and media, then export them through Liveworksheets in PDF form to add task types. The teacher used several task types such as drag and drop, fill in the blanks, multiple choice, and type the correct answer to make the exercises in e-worksheets more interesting. This aligns with [Le and Prabjandee \(2023\)](#), who revealed that other forms such as PDF, JPG, and PNG can be converted into online worksheets via Liveworksheets. Live worksheets also support the use of media such as text and pictures. Moreover, Liveworksheets provided varied tasks, including fill in the blanks, word search, multiple choice, drag and drop, tick the correct answer, matching, true or false, and dropdown list that make the worksheets more interactive. These findings also align with the study by [Ismaniar et al. \(2024\)](#), which mentioned that the results in different forms from other platform designers, such as Canva and MS Word, can be transferred into online worksheets via Liveworksheets.

Moreover, some of the students' answers to open-ended questionnaires showed that e-worksheets based on Liveworksheets were in accordance with their needs because the questions in Liveworksheets given by the teacher were in accordance with the material that had been taught previously. The statements of several student representatives from the open-ended questionnaire evidenced this finding. The student statements were as follows:

"Yes, it is suited to my needs, because if we learn vocabulary about short messages like yesterday, the vocabulary will come out with more practice, and we can understand more about how to use it (S-14)"

"Yesterday, there was a lot of practice on vocabulary that had been taught before, so that I could write real actions using the vocabulary that I remembered and that had been practiced (S-29)"

"Liveworksheets were appropriate to my abilities because usually before doing questions I study first so that my abilities increase, as a result, my grades are often high (S-6) "

"Yes, it was appropriate because the questions were clearer and easier to understand based on what I studied before so that I can answer them (S-40)."

"The time given is in accordance with my ability. Why? Because the practice does not include up to 50 questions, if we were given 20 minutes to answer, that is enough. In my experience, if the teacher gave us less time, the questions were also adjusted so there would not be too many however, if there were more questions. Of course, we would be given more time to answer the questions (S-3)."

Students responded positively to implementing the Liveworksheets application for vocabulary learning by highlighting the benefits they gained. Students successfully felt the encouragement of personalized learning by matching the context of questions and materials to the e-worksheets the teacher prepared in Liveworksheets that were adjusted based on their needs and abilities. Students argued that the context of the material and vocabulary they had learned was available again in their practice. Thus, it could affect their ability to understand vocabulary and materials better and create sentence contexts using the vocabulary they have learned and remembered. In addition, based on the results of in-depth interviews, the time given by the teacher was by their ability to answer the questions, allowing them to complete the exercises optimally. This is in accordance with the study by [Widiantho et al. \(2023\)](#), which revealed that Liveworksheets promotes personalized learning by providing e-worksheets according to the student's level of understanding and needs provided by the teacher.

Live worksheets benefited students by boosting emotional engagement through fun features, varied tasks, and visuals that made learning enjoyable. It motivated them to study harder and increased active participation, though some students remained less active. This aligns with [Widiantho et al. \(2023\)](#), [Febiola and Aripin \(2022\)](#), and [Jesus et al. \(2022\)](#), who highlighted how Liveworksheets enhance engagement and motivation and create dynamic classes. Additionally, Liveworksheets helped students monitor progress through feedback features, allowing them to identify areas for improvement and track skill development.

In a public high school in Bali, English teachers integrate live worksheets for vocabulary learning, mainly as a formative assessment during individual activities. This limits student collaboration and can cause boredom. The teacher could add group tasks and use Liveworksheets in pre- and post-activities for readiness checks or games. Liveworksheets focus on vocabulary through isolated and contextual exercises, but integrating grammar would enhance understanding. The teacher uses basic features like multiple choice, drag-and-drop, and fill-in-the-blank, with unrelated images as decoration. More diverse tasks and relevant media like audio, photos, and videos could improve engagement. Collecting scores via WhatsApp is less effective due to potential cheating. Using private methods like email is recommended. Although students see benefits, Liveworksheets has not fully increased participation. Incorporating tools like Quizizz or Kahoot could boost engagement. Technical issues like poor internet and unsupported devices also hinder learning, suggesting the need for adaptable media suited to students' conditions.

CONCLUSION

This study revealed the implementation of Liveworksheets in vocabulary learning as a learning media by an English teacher at a public high school in Bali in the 8th grade. This study adopted a descriptive qualitative approach that focused more on descriptive data. The subjects of this study were an English teacher and the students. The results showed that the teacher has successfully integrated technology with the help of e-worksheets based on Liveworksheets by aligning with three teaching concepts and fulfilling the three basic elements of technology integration in learning. The teacher demonstrated good technology integration by utilizing the technology-based media Liveworksheets in vocabulary learning. Liveworksheets as a learning media help the learning process by facilitating increased students' understanding of vocabulary and material being taught through digital worksheets that focus on creating a more interesting learning atmosphere and more focus on students. This application offered interactive features such as various task types and media, encouraging a more interesting learning atmosphere. In addition, instant feedback as a wonderful formative assessment from the Liveworksheets makes it easier for the teacher to monitor student progress in real-time, and this application also encourages student participation in learning.

In addition, this study explored the students' opinions regarding the implementation of Live worksheets in vocabulary learning. The teacher's implementation of Liveworksheets in vocabulary learning received positive student opinions. Liveworksheets encouraged personalized learning, allowing students to work on e-worksheets according to their abilities and needs, which could improve their understanding and memory of vocabulary. This application also provides ease of use and access, which can optimize the learning process. In addition, the context of meaningful and interactive questions affects students' engagement. Students feel more active in class, more motivated to learn, and using Liveworksheets more enjoyable. In addition, students could monitor their progress for improvement. Moreover, with direct feedback, students get satisfaction with obtaining corrections and scores quickly, which could affect their motivation to learn. In addition to the benefits received, several challenges were also encountered among the students. Some experienced problems with internet connections and technological limitations, such as device and system disruptions from Liveworksheets. The obstacles students face could affect learning activities, even though they have found the solutions.

The findings of this research suggest that teachers are encouraged to maximize the use of the Liveworksheets application by designing adaptive and engaging exercises tailored to meet the diverse needs of their students, supported by ongoing professional development focused on differentiated instruction strategies. Students should ensure reliable access to necessary devices and internet connectivity, and be actively engaged with the platform to build confidence and improve participation. However, this study faced limitations, including its focus on a specific grade and geographic location, which may affect the generalizability of the findings. Additionally, the reliance on self-reported data and limited observation periods might have influenced the comprehensiveness of the results. Therefore, future researchers are advised to explore Liveworksheets implementation across broader learning contexts and demographics, employ mixed-methods approaches to enhance data richness, examine the platform's impact

on student engagement and academic outcomes more thoroughly, and conduct comparative studies with other technology-based learning tools.

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