

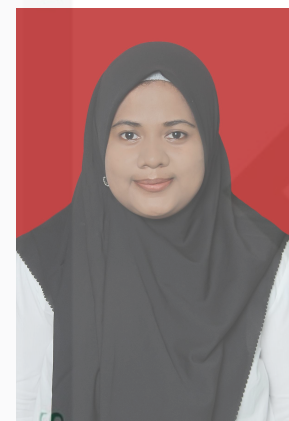


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STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1446 H/2024 M**

**THE EFFECT OF USING LIVEWORKSHEET ON STUDENTS'
ACTIVENESS AND VOCABULARY MASTERY IN MTS
MASMUR PEKANBARU**

A THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in Partial
Fulfillment of the requirements for the degree of
Magister in English Education
(M.Pd)



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In the name of Allah, the Lord of the World. The Beneficent and the Most Merciful, Praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper as an academic requirement to finish her bachelor degree. Then, May shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

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Finally, the writer realizes that there are many weaknesses on the thesis.

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Pekanbaru, 25th June 2024

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ABSTRAK

Megy Ingriyani (2024)

: The Effect of Using Liveworksheet on Students' Activeness and Vocabulary Mastery at MTS Masmur Pekanbaru

This research was aimed to find out the significant effect of using liveworksheet on students' activeness and vocabulary mastery. This research was a quasi-experimental one group design pre-test and post-test group design. The participant of this research was 20 students. This study was conducted at Mts Masmur Pekanbaru. The findings of this research were; first, there was a significance effect of the students' activeness by using live worksheet at grade eight of MTS Masmur Pekanbaru. It found that the value sig. (0.50 and .64) was higher than 0.05. Second, there was a significant effect of using liveworksheet on students' vocabulary mastery in learning english. It was obtained that the value of (0.82 and .82) was higher than 0.05. Also, the mean score in the pre test 77.80 and post-test was 84.05. By comparing the mean score above, it can be seen that the score was more higher increased to enhance the students' vocabulary mastery. In addition, the use of liveworksheet was significantly effective at Moderate Effect category on the students' activeness at grade eight of Mts Masmur Pekanbaru. The use media in learning vocabulary mastery which the English teacher usually $0.825 > 0.625$. Last, it proved that both of the students' activeness and vocabulary mastery were improved because the sig (2 -tailed) of the data is lower than 0.05. it means that there is a significant effect before and after on students' activeness and vocabulary mastery by using Liveworksheet website.

Keywords: *Vocabulary Mastery, Liveworksheet, Students' Activeness*



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ABSTRACT

Megy Ingriyani (2024)

: The Effect of Using Liveworksheet on Students' Activeness and Vocabulary Mastery at MTS Masmur Pekanbaru

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan penggunaan liveworksheet terhadap keaktifan dan penguasaan kosakata siswa. Penelitian ini merupakan penelitian quasi eksperimen dengan desain non-equivalent pre-test and post-test group design. Partisipan penelitian ini berjumlah 20 siswa. Penelitian ini dilakukan di Mts Masmur Pekanbaru. Temuan penelitian ini adalah; ; Pertama, terdapat pengaruh yang signifikan terhadap keaktifan siswa dengan menggunakan live worksheet di kelas VIII MTS Masmur Pekanbaru. Ditemukan bahwa nilai sig. (0,50 dan 0,64) lebih tinggi dari 0,05. Kedua, terdapat pengaruh yang signifikan penggunaan liveworksheet terhadap penguasaan kosakata siswa dalam pembelajaran bahasa Inggris. Diperoleh nilai (0,82 dan 0,82) lebih besar dari 0,05. Selain itu, nilai rata-rata pada pre test 77,80 dan post test 84,05. Dengan membandingkan skor rata-rata di atas, dapat dilihat bahwa skor yang semakin tinggi ditingkatkan untuk meningkatkan penguasaan kosakata siswa. Selain itu, penggunaan liveworksheet efektif secara signifikan pada kategori Efek Sedang terhadap keaktifan siswa kelas VIII Mts Masmur Pekanbaru. Penggunaan media dalam pembelajaran penguasaan kosakata yang guru bahasa Inggris biasanya $0,825 > 0,625$. Terakhir, terbukti bahwa keaktifan dan penguasaan kosa kata siswa meningkat karena sig (2-tailed) datanya lebih rendah dari 0,05. Artinya terdapat pengaruh yang signifikan sebelum dan sesudah terhadap keaktifan dan penguasaan kosakata siswa dengan menggunakan website Liveworksheet.

Kata Kunci : *Penguasaan Kosakata, Liveworksheet, Keaktifan Siswa*



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ملخص

ميغي إنغرياني، (٢٠٢٤) : تأثير استخدام ورقة العمل التفاعلية على نشاط الطلاب وإتقانهم للمفردات في مدرسة مسمور المتوسطة الإسلامية بكنبارو

يهدف هذا البحث إلى معرفة التأثير الكبير لاستخدام ورقة العمل التفاعلية على نشاط الطلاب وإتقانهم للمفردات. هذا البحث هو بحث شبه تجريبي ذو تصميم مجموعة غير متكافئة باختبار قبلي وبعدي. المشاركون في هذا البحث ٢٠ طالباً. تم إجراء هذا البحث في مدرسة مسمور المتوسطة الإسلامية بكنبارو. النتائج التي توصل إليها هذا البحث هي؛ أولاً، هناك تأثير كبير على نشاط الطلاب باستخدام ورقة العمل التفاعلية في الصف الثامن في مدرسة مسمور المتوسطة الإسلامية بكنبارو. لقد وجد أن قيمة الدلالة (٠.٥٠ و ٠.٦٤) أعلى من ٠.٠٥. ثانياً، هناك تأثير كبير لاستخدام ورقة العمل التفاعلية على إتقان الطلاب للمفردات في تعليم اللغة الإنجليزية. القيم التي تم الحصول عليها (٠.٨٢ و ٠.٨٢) أكبر من ٠.٠٥. وبصرف النظر عن ذلك، كان متوسط درجات الاختبار القبلي ٧٧.٨٠ والاختبار البعدي ٨٤.٠٥ من خلال مقارنة متوسط الدرجات أعلاه، يمكن ملاحظة أنه تتم زيادة الدرجات العليا لتحسين إتقان الطلاب للمفردات. وبصرف النظر عن ذلك، فإن استخدام ورقة العمل التفاعلية فعال بشكل كبير في فئة التأثير المتوسط على نشاط طلاب الصف الثامن في مدرسة مسمور المتوسطة الإسلامية بكنبارو. عادة ما يكون استخدام الوسائل في تعليم إتقان المفردات من قبل معلمي اللغة الإنجليزية $0.82 < 0.625$. وأخيراً، ثبت أن نشاط الطلاب وإتقانهم للمفردات يزداد لأن قيمة الدلالة (٢ الذيل) للبيانات أقل من ٠.٠٥. وهذا يعني أن هناك تأثيراً كبيراً على نشاط الطلاب وإتقانهم للمفردات قبل استخدام موقع ورقة العمل التفاعلية وبعده.

الكلمات الأساسية: إتقان المفردات، ورقة العمل التفاعلية، نشاط الطلاب



UIN SUSKA RIAU

CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is one of the elements that English learners must be mastered (Fadlan 2015). It is crucial for students or learners since they are unable to develop and convey the language if they do not have vocabulary knowledge (Thornbury 2002). By learning vocabulary, students know the language elements either pronunciation, grammar, spelling, and language skill in listening, speaking, writing and reading skills.

Language skill or language elements mostly depend on the mastery of vocabulary. Vocabulary is mastered by learners to know words, usage, combination, formation of word and grammar. It is supported by Nunan (1983), he states that the acquisition of an adequate vocabulary is essential for using a language and students are more active in English subject.

English subject is taught in Indonesia, the one of levels is junior high schools. It is compulsory subject and has been design Kurikulum Merdeka . According to Yamin & Syahrir, (2020) the Merdeka Curriculum's objectives actualize the idea of innovative and creative critical thinking, followed by the capacity for cooperation and communication. According to Kurikulum Merdeka in Damayani et al of Guidance English Teacher for Nusantara Book for SMP/MTs Grade VIII (2022), the aim of teaching English is expected to be realized students who are independent and confident through various learning activities. Also, Kurikulum Merdeka creates opportunities for students to develop the ability to use



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English through skills in language, namely: listening, speaking, reading, and writing in an integrated manner. Vocabulary is a part of the whole competences which is used to support the language skill. It has an important role for students to acquire information and communicate well in spoken or written text.

Based on researchers preliminary observation at eight grade students of MTS Masmur about teaching and learning English, the teacher has made efforts in learning English to improve vocabulary mastery, such as namely the use of interesting media (power point, platforms, videos, etc). By carrying out this effort, students are expected to improve their vocabulary mastery. The following phenomena there are many students could not understand the meaning of English vocabulary well. Many students had difficulty memorizing English vocabulary, many students have difficulty spelling in English is one of them method that can be effective use live worksheet. Therefore, I am interested to conduct research to improve vocabulary mastery by using an effective method for increasing students' vocabulary mastery.

Liveworksheet help the students in learning vocabulary. Schmids (2005) states that an liveworksheet is able to stimuli students that helps them in vocabulary learning difficulties. It also has visual elements like pictures that can help students remember and recall the words that they have seen. It is expected to increase students,, activeness that have an impact on students,,vocabulary mastery.

In this modern era, many kinds of interactive sheets might be implemented in teaching English listening skills, one of which is

“liveworksheet” Ampa(2015). It aims to provide students with an opportunity for self-directed learning of listening skills. Many students’ difficulties in learning listening skills in English were associated with speech rate, pronunciation, nervousness, limited vocabulary, and lack of background information.

The Junior High school students more active in learning by media liveworksheet. who have improve their activeness in learning vocabulary. Students’ activeness in learning vocabulary can enrich students’ vocabulary mastery. Activeness is one of the most significant factors in learning languages. It is also related to student’ mastery and Dornyei (1994) states that activeness is one of the main determinants of second or foreign language learning. Students who have high active learning will have better mastery and learn faster if compared with those who have low active. Students with high active in learning will do strategic actions and are willing to spend more time to do the necessary efforts to achieve their goals.

There are a lot of previous studies that prove that using liveworksheet is extremely valuable and effective in learning process. The first research related to this study by Wahfiuddin Jami (2019). His thesis is entitled “The Students’ activeness of liveworksheet Used by The Teacher in Teaching English”. The similarity of this study knows the students’ interest using application. The study examined the students’ activeness. In comparison, the difference is the use of application in learning. The second previous study is a thesis entitled “Students’ activeness liveworksheet (a study at the second grade

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of SMP N 1 Lembang Kabupaten Pinarang) 2021. The similarity of this thesis and this research in the object of study. In addition, the differences between the previous study and this research are in the subject and method used. The thesis is analysed about the students' activeness in learning and uses a quantitative description method, researchers use an overwhelmingly sampling, by spreading samples to determine student responses. Meanwhile in this study, the researcher uses questionnaire, and interview. The third previous study is An Effort to Improve Students' Activeness at Structure Class Using Liveworksheet This research was conducted to improve students' activeness at structure class by sharing their idea, comment, questions and structure mastery. This research applied liveworksheet.com application as the media to teach. It was a classroom action research which had been conducted in two cycles. The subjects of this research were the third semester students of English Education Department of IAIN Salatiga. The writer took one of 3 classes as the sample of the research randomly. The researcher observed the improve- ment of students' activeness at structure class by collecting the data through observation and measurement technique. The fourth previous study is Maximizing Students' Vocabulary Mastery by Using Live worksheet Apps. This class action research focuses on maximizing vocabulary mastery in 7thgrade, especially in the 7H class at SMPN 1 Papar Kediri. In this class action research involves technology-based media, namely live worksheet apps. With the help of this application, it is hoped that teachers can increase children's interest in learning english because by using this application formative or summative assessments can be formed in a game.



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The researcher used one of the game features, namely drag-drop. The major instrument used was a test to measure the students' vocabulary mastery. Also, it applied an interview to evaluate students' opinions about the application. The results obtained are that the majority of students claim to be happy to use this media because they are considered easy and as many as 75 percent of the total students in one class get results, namely their grades improve.

Based on the description above, the researcher is interested in investigating the students' activeness and vocabulary mastery in learning English using web live worksheet. The researcher is trying to research using a study entitled "*The Effect of Using Liveworksheet On Students' Activeness and Vocabulary Mastery In Mts Masmur Pekanbaru*".

B. Statement of the Problem

The importance of vocabulary mastery makes communication well between students and teacher in the classroom. The students face some difficulties while learning vocabulary. Since vocabulary is an important part in English language as communication Burton (1982). By having vocabulary knowledge is making up the language, master the fundamental grammatical pattern of language Hornby (1994). It means that students who do not learn and master vocabulary cannot communicate well and master English. Students Mts Masmur got some problems in vocabulary. Students were hard to understand the meaning of the text/word, sometimes students skip the word / text when students found unknown meaning, lack of vocabulary and background knowledge of vocabulary. The students also had difficulties to use appropriate choice of the words, cannot use



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grammatically, did not know about word information (noun, adverb, adjective, and verb) some of students confused, part of speech, synonym, antonym, confused word meaning and finding out the unfamiliar words when they are reading and some of students not interesting in English Subject. Based on the background problems also come from students themself.

The students' activeness in learning English is another implementation aspect learning english. The teacher still used the traditional method without any activity that can involve all the students to interact each other such as lecturing, translating, and answering questions from the book. It also made the students feel sleepy during the teaching learning process. If the technique is not suitable in teaching and learning process, it will make the students feel bored during the lesson and keep them silent. The technique is needed to stimulate the students in teaching learning activities. Active learning is a process where the students engage in activities during the teaching learning process. According to Bell and Kahrhoff (2006), "Active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process". It means that learning occurs when students become engaged in an activity that utilizes the content and skill they are learning.

Due to those phenomena employed by the students MTS Masmur Pekanbaru, some questions are needed to be addressed. Is there any significant using liveworksheet on students' activeness in learning English? Is there any significant using live worksheet in learning vocabulary mastery?



C. Limitation of the Problem

Based on the background and statements of the problems above, the researcher focused on investigating the effect of using live worksheet on students' activeness and vocabulary mastery Mts Masmur academic year 2023/2024 to see whether this media give influence to students' vocabulary. The subject of this research was limited at the eight grade in the School. This research focused on the effect of using live worksheet on students' activeness and students' vocabulary mastery. In this research vocabulary mastery was given written test.

D. Research Questions

The research questions of some of this study are formulated as in the following questions:

1. Is there any significant effect of using liveworksheet on students' activeness in learning English?
2. Is there any significant effect of using liveworksheet on vocabulary mastery in learning English?

E. Significance of the Study

This study is significance for several reasons which increase the researcher's motivation and students, researcher's knowledge of live worksheet, students' activeness and vocabulary. This research is expected to this study has some significance: theoretically, pedagogically, and practically. Theoretically, it is able to make students realize toward using platform in learning English which is very important. Pedagogically, it is able to motivate the students in learning vocabulary by live worksheet. And practically, the finding of this research.



F. Purpose of the Study

The purpose of the research is to find out the effect of using liveworksheet as learning English. According to Michael Sailer (2021) provides a point of view that Teaching and learning with digital technologies have changed education in general and specifically higher education in many ways. Digital technologies can promote new ways of learning and can effectively contribute to the successful acquisition of knowledge and skills. By Liveworksheet, it gives benefit for learners in learning English for vocabulary enrichment.

Based on background this study aims to obtain the description on the effect certain using platform on the students" vocabulary mastery. The purpose of this study are:

1. To find out significant effect using live-worksheet on students' activeness in learning English.
2. To find out significant effect using live-worksheet vocabulary in learning English.

G. Definitions of Terms

In order to avoid the reader misunderstanding in reading this research, the definitions of the terms will be defined in the following:

1. Effect

Effect can be either verb or noun and means bring about, cause, or result. Enquest & Currie (2013:167) and Ricard (1999:175) state that is measure of the strength of one variable,,s effect on another or the relationship between two or



more variable or defined as the result of the teaching compare and contra.

2. Live-worksheet

Liveworksheet has advantages for students, because the process can be like a game (there is drag and drop, matchmaking, short entries, multiple choice) which is done online and the results are immediately visible, so teachers also don't need to bother assessing it first but students get it right away direct counter-offer (Retno, 2022)

3. Students' Activeness

Paramita and Indarwati (2015) Students' activeness is the ability to be active in a regular basis in which involves body, mind, and all aspects that associated with the learning process. The activeness of students to listen teacher's explanation cover first, the students pay attention to the teachers' explanation. This includes the students' task something about the material, the student comment about the material, the students answer the teacher's question, student make notes. Second. the students' innerarousal during learning process that comprises having spirit to attend class, the students' inner arousal during learning process, and being enthusiastic to know the material.

4. Vocabulary Mastery

According to Merriam-Webster, vocabulary is defined as a list or collection of words and phrases usually alphabetically arranged and defined or the sum of words used by, understood by, or at the command of a particular person or group. Mastery refers to comprehensive knowledge or skill in a subject or accomplishment. So, vocabulary mastery would refer to a high level of

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proficiency in understanding, using, and having a wide range of words at one's disposal, demonstrating expertise in both recognizing and appropriately applying those words in various contexts.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The second chapter reviews theories, concept and previous studies that are relevant in the investigation of the effect of using liveworksheet on students,,activeness and vocabulary mastery. Therefore, this chapter includes discussion about vocabulary mastery, liveworksheet, students' activeness, ICT

1.Vocabulary Mastery

1.1 Definition of Vocabulary Mastery

Vocabulary is one of the important aspects in learning foreign languages. In order to communicate well in a foreign language, one should have enough vocabulary and knows how to use them correctly. Vocabulary is one of the elements that cannot be separated from language learning as it links the four language skills, namely: listening, speaking, reading and writing. Vocabulary is also an important issue both for teachers and students in learning a foreign language. One comprehension on a text either written or spoken will be highly depended on their level of vocabulary mastery.

Learning to communicate in a new language is sometimes a difficult challenge especially for English as a Foreign Language (EFL) students, as they navigate the intricacies of a language that holds global significance (Cook, 2016). In this linguistic journey, the acquisition of speaking skills emerges as a cornerstone. Besides, a robust vocabulary is not merely a tool for communication, but the scaffold upon which language proficiency is constructed (Nation I. S.,

2013). The acquisition of new words, phrases, and expressions is central to the EFL learning process, influencing every facet of linguistic competence, from reading comprehension to effective communication (Schmitt, 2008). Because of technological advances, the ways people learn a foreign language have diversified unique features, ease, and variety, making such advances important tools for language learners. Applications (Apps) for language learning, for instance, provide planned activities on a range of language acquisition topics, such as grammar, vocabulary, speaking, listening, and reading. These applications frequently use spaced repetition algorithms and flashcards to improve learning efficiency and effectiveness by improving memorizing and retention of new words and phrases. Among the innumerable language learning applications, Lyrics Training, an innovative musical app, has garnered attention and acclaim from learners. Although its premise would be deceptive for some people, it could optimize the learning of speaking and information through videos and activities such as filling in the lyrics of your favorite songs. In addition, this digital tool may help learners to strengthen speaking skills through songs, especially for students who are starting to learn a language. As it is known, listening and speaking can be easily and enjoyably practiced using music. A learner's favorite song can be played and listened to develop engaging activities. With Lyrics Training, not only will listening comprehension be quickly improved, but also vocabulary will be expanded by learning new words and expressions, speaking comprehension will be enhanced, and even grammar skills will be boosted.

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In fact, most of students have realized the importance of vocabulary in learning a foreign language. They also have strategies and ways to enhance the number of vocabularies they have. Usually, they carry a bilingual dictionary everywhere they go. As soon as they meet unfamiliar words, they will look up the new meaning of those words from the dictionary and write them on their notebooks. But after a while, they soon realize that this is not an effective way to improve the number of their vocabulary mastery. Most of the time, students feel bored and frustrated learning this way because they often forget the words as soon as they write them. Sometimes this condition might lead them to the conclusion that they have bad memorizations and this condition is concern to lead them to lose motivation. The practice of teaching vocabulary which typically done in many schools also make students do not have creativity and initiatives. Mostly, students only ask teachers to provide the meaning of unfamiliar words found in a text. They wait for teachers to control the lesson by providing the meaning of the words and write them on their notebooks or to use them to complete their exercises. As a result, students can only use the word in the exact form they have taught and not knowing how to use them in different contexts in the real-life communication.

Vocabulary is one of the characteristics of English that supports the four competencies. Furthermore, the knowledge of vocabulary, along with the basic comprehension strategy is one important factor to understand both spoken and written English. Purwanto (1990 p.37) said that three main principles appear to underline effective vocabulary teaching, namely:



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1. To recognize the vocabulary items in written form.
2. To relate them to appropriate object or concept.
3. To be aware of their connotation and association.

As seen in the previous definitions, it is known that vocabulary is important for writing, reading and speaking successfully where participant needs to negotiate meaning expressed in idea, feeling and information and are able to manage into a good order the component of speaking, pronunciation, grammar, vocabulary, fluency and comprehension.

Then, Vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar) Hornby (2000, p.959). Shirley Butridge (p.474) says also that vocabulary is all the words in language list of word in lesson or books, all the word that one person knows. Next, according to Nelson (1985, p.612), Vocabulary is a list of word expands in alphabetical order". While, Martin H Manser (1995, p.1506) says, Vocabulary is total number of words in a language, words known to a person, list of words with their meaning. From all of the statements, the researcher concluded that vocabulary is a list of word in a language that has a part and make that collection be easier to find out.

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Brown (2007) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown



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(1995, p.1). They say, “Vocabulary is the foundation to build languages, which plays a fundamental role in communication”. It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Students of Elementary School study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context.

Vocabulary mastery has a fundamental role in studying the language. It is one of components which support the language skills. Without having sufficient and proper vocabulary, indeed our ideas will be difficult to be delivered to other people and to understand what other people are talking about. In this case, Khufaishi (1994) says that one of the issues that English Foreign Language (EFL) students face is vocabulary. They are unable to read newspaper columns or popular magazines, and they are unable to comprehend radio or television newscasts. Their limited vocabulary hinders their listening comprehension, writing, and reading skills. Relating to this case Madsen (1993) also says that mastering vocabulary is one of the most important aspects of learning English for everyone. In reality, most people or students struggle with mastering the four skills in English due to a lack of vocabulary. It is undoubtedly caused by a variety of factors that make it difficult for individuals or students to improve their vocabulary mastery. There are many methods that can be used to mastery vocabulary, particularly in teaching vocabulary, such as teaching vocabulary through games, images, maps, visualization, total physical response, word cards, and so on. Sumardi (1975) states, “The success or failure of the teaching program is often evaluated from the method used by the teachers, because it is the method



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that determines the material and way of teaching language”. This statement emphasized that the using of a suitable method is an important key toward a successful teaching. Besides, the suitable technique is also supporting the successful teaching learning process.

However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. According to Ur (1995, p. 60) vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995, p. 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language. According to Oxford Advanced Learner’s dictionary of current English (1995, p.721), the word mastery means complete knowledge; great skill. From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something.

One of the most important aspects of learning English is developing a strong vocabulary. It is necessary when students learn to listen, sing, read, and write. Robert (2008) stated that “Vocabulary is words as units that were part of grammatical patterns.” In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity



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characterized. Larsen (1986) also claims that, "Vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading". From the statements, it can be seen that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication. The students will not be able to comprehend the English language if they do not master vocabulary. As a result, the teachers recognize the importance of vocabulary in a foreign language. Students may have difficulty with all language skills due to a lack of vocabulary. Every skill can only be improved through the use of words or vocabulary, as what Witty (1965) states that, "If you short on words, you may also be short on ideas, this will handicap you in school or college, at home or elsewhere. But if you know many words, you are likely to have a wealth of ideas, so that you will be able to understand what you read or hear. You are also being able to express yourself when you talk or write". According to the statement, vocabulary is the most important skill to master because it is used to communicate and produce ideas, information, feelings, and other things.

It can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain language. Ur (1998, p. 60– 62) states some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are namely; 1) Form (pronunciation and spelling), 2) Grammar, 3) Collocation, 4) Aspect of meaning (a. Denotation, connotation, appropriateness and b. Meaning relationship), 5) Word formation. From all of the aspects, the appropriate aspects



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for teaching to young learners in Elementary School are form (its spelling and pronunciation) and the meaning (its denotation meaning). It is because they are basic aspects in presenting vocabulary. Meanwhile, Nation (1990: 5) mentions two kinds of vocabulary learning. They are receptive learning and productive learning. Receptive learning is the ability to recognize a word and recall its meaning when it is met. Then, productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. According to Cross (1991 p. 11-13) the procedure of teaching vocabulary can be divided into three stages, they are namely: a) Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity; b) Practice. In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. those are several types of exercise that can be used by the teacher in this stage; c) Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities. Vossoughi (2009) states that vocabulary is the tool we use to think, to express ideas and feelings, and to learn about the world. Pikulski and Templeton (2004) define vocabulary as the sum of words that are used and understood by students. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language.

Mastery comes from the word “master”. Master is a person that has skill and able in some work, profession, science, etc. while Hornby (1995 p.833) mastery is the expert skill or knowledge. Based on Nelson (p.421) Mastery is the power or authority at a master, power to understand or skills to manage. Hornby p.20) says on Oxford Advanced Learner’s Dictionary Mastery is a complete or the state of having control over something superiority in competition, victory eminent skills or through knowledge. While in Indonesian dictionary “Mastery is a comprehension or capability to use knowledge or skill. It means students must master English vocabulary and its grammatical rules to support them in learning English well or to master the English language .

Based on the definitions above, the researcher concludes that vocabulary mastery is the ability to understand the list of words. It means that the students have ability in understanding and using the list of word and also the meaning. It also plays the important part in English skills; listening, reading, speaking, and writing. The large vocabulary, the students will find many difficulties in mastering English skills.

1.2 Aspects of Vocabulary

In learning vocabulary there are some materials that related with noun, verb, adjective, adverb, conjunction and preposition. These could help students in mastering vocabulary deeper. They are (Martin:1990,3-4):

- a. Noun is a word used as the name of a person, place or thing.
- b. Pronoun is a word used instead of a noun.
- c. Verb is a words used to say something about some person ,place or thing.



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- d. Adjective is a word used to end to the meaning of noun.
- e. Preposition is a word used. With a noun or pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else.
- f. Conjunction is a word used to join word or sentence.
- g. Adverb is a word used to end something to the meaning of a verb, and adjectives, or another adverb.
- h. Interjection is a word which expresses some sudden felling.

Based on Brown (2007) the vocabulary consists of several aspects there are meaning, spelling, pronunciation, word classes, and word use. The students should master all of the aspects of vocabulary in order that they can communicate well in English.

1) Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries. Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. Involving students in discovering the meaning, it will be easy for students to remember the word and its meaning. Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

4) Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000: 4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

5) Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

In this research, aspects of vocabulary that will be taught to the students are meaning. The reason for choosing this aspect is because it is suitable and will

be implemented in the class and appropriate with the material on the syllabus. The material in class is Expression of Request.

Based on the above classification, the researcher focuses on noun, verb, and adjective based on the grade VIII in Kurikulilum Merdeka. They are:

a. Noun

Noun is one of the most important parts of speech. Noun is a word used to name a person, place, thing, an idea or a quality of mind (Jyanthi:2003,5). A noun is a word used as the name of a person, place, or thing (Martin:p.5). Nouns are divided into eight kinds (Jyanthi:2003,10- 11):

1) Common Noun

Common noun is a name given in common to every person or thing of same class or kind. Example: city, officer, girl, doctor and so forth.

2) Proper Noun

Proper noun is the name of some particular person or place. A proper noun begins with a capital letter in writing (Marcella Frank: 1972,6). Proper noun is the name of some particular person or place.

3) Collective Noun

A collective noun is the name collection of thing or person. Collective noun is a word for a group of people, animals or objects considered as a single unit (Jyanthi:2003,7). Example: crowd, mob, class, army, team, etc.

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4) Concrete Noun

A concrete noun is the name of thing that can be touched or seen. Concrete noun is a word for a physical object that can be perceived by the sense, we can see, touch, smell the object. Example: flower, girl, boy, room, and soon.

5) Abstract Noun

An abstract noun is a word for a concept. It is an idea that exists in our minds only (beauty, justice, mankind). An abstract noun is the name of quality, action or state. Example; freedom, liberty, love, goodness, etc

6) Countable Noun

A countable noun can usually be made plural by the addition of -s (one girl - two girls). A countable noun is the name of thing that can be counted or divided into singular and plural. Example; student, book, pen, table, room, camera, etc.

7) Uncountable Noun

An uncountable noun is the name of a thing that cannot be counted or divided into singular and plural. Example: rice, ice, coffee, ink, oxygen, etc.

8) Material Noun

A material noun is the name of material or substance out of which things are made. Example: gold, silver, iron, water, etc.

Here, the researcher just wanted to do the research about students' vocabulary mastery in nouns which is common noun about the things that related to the classroom, house and school which is in MTs Masmur Pekanbaru so that the researcher only takes the theory about common noun, singular and plural noun.



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b. Verb

A verb is a word that tells or asserts something about a person or thing.

Verb is described as a word which is used to indicate an action, a state of being of existence or possession (Barbara:2007,p.41). Verb is a word to describe action and completely sentence to subject.

Based on the above, verb is action where is a verb, some verbs need object or intransitive verb to complete meaning of verb. Some verbs do not need object to complete meaning of verb or transitive verb.

c. Adjective

Adjective is a word of adjective and situation that use to explain criteria or characteristic of noun. According Barbara and Dykes(2007:p.53), the word "adjective" is from Latin *ad jacere* meaning "throw to" or "add". In the grammatical sense, this means to add the characteristics of something.

Adjective is a word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective. So, adjective is a words use to another word as attribute and predicate that explain quantity ,quality and number from character of words. Adjective is also to complete and combine the meaning of words that difficult to understand.

1.3 Types of Vocabulary

Vocabulary is an important part in learning English, because it is related to other English skills, without having vocabularies someone can not learning English well. According to Thornbury in Harmer (2000:158) there are two kinds of vocabulary as follows: Receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary . The further explanation, are:

i. Receptive vocabulary or passive vocabulary

The receptive vocabulary is defined as the vocabulary type a reader encounters during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive the language skills. Supported by Stuart (2008) and Susanto (2017), they are the words recognized by the students during reading process. In a broader sense, Laufer and Goldstein (2004) posited that receptive vocabulary was associated with the listening and reading.

j. Productive vocabulary or active vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with. It's the important in vocabulary. It includes all of the part of a word, such the pronunciation, spelling, and the grammar

In presenting live worksheets, teachers can do various things. The procedure for presenting the live worksheet must make students interested in working on the questions on the live worksheet

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Related to some experts, Syah and Enong say that vocabulary can be divided into two types. They are general vocabulary and special vocabulary. General vocabulary is words that generally used or words that can be used by everyone, for example: book, food, car, tree, cat etc. Whereas, special vocabulary is words that have special use such as in job profession ,or science. We learn vocabulary in chemistry, physic, engineering, economics, political, and science. We learn vocabulary in chemistry, physic, engineering, economics, political science, sociology that active vocabulary occurs in speech production. It refers to word which the students can understand, pronounce correctly, and use correctly in speaking and writing. While, passive vocabulary is vocabulary recognized and understood by the students when it is in context, but the students cannot produce it correctly. It can find passive vocabulary in the reading text.

Moreover, there are two types of vocabulary that have stated by Bonomo (1973:8384). They are function word and contents word. Function words are the word which cannot be added with preposition, auxiliary, modals, or any form of structure ,example: airplane, waterfall, elementary school, and, etc. While, the content words are words which can be added with any preposition, example: take off, take over, etc. Furthermore, According to wikipedia, there are four kinds of vocabulary, theyare:

a. Reading vocabulary

A person`s reading vocabulary is all words he or she can recognize when reading.

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b. Listening Vocabulary

A person's listening vocabulary is the words he or she can recognize when listening to speech. This vocabulary is based on size by context and tone of voice.

c. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words often miscued. This miscued-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture. Vocabulary.

Varies in the four skills of language. Generally, student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. In real situation, the process may change, especially in foreign language teaching.

Based on how often (its frequency) and how widely (its range) vocabulary occurs in language, Nation (2008: 7- 11) distinguishes vocabulary into four levels as follows:

1) High frequency words

High frequency words of the language are the most important group of words. These words occur very frequently in all kinds of uses of the everyday language.

They are needed formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words

2) Academic words

These words are frequent and widely used within specialized area. For example, the vocabulary of newspaper, children's books, or very informal conversation. The most well researched special purposes area for vocabulary in academic writing. Academic writing includes academic textbooks like economics or geography text, academic articles such as articles from journals, and laboratory manuals. Academic words do not occur so often in other kinds of language use. The words in the academics' word list are very important for learners who will use English for academic study either in Senior High School or universities or technical institute.

3. Technical words

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. For example, by-pass and neck occur very frequently in medicine and technical words in that area. They also occur outside that area. Technical words are clearly very important in anyone who specializes in a particular area. Low frequency words They include (1) word that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person's technical vocabulary in another person's low frequency

- vocabulary), and (3) words that just occur rarely. Based on the statement above, it can be concluded that vocabulary distinguish into four levels. The level vocabulary that used for junior high school in the academic words, which used in academic textbooks as a handbook for students to learn.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

Burton (1982: 98) states that without a large vocabulary, it is impossible to use English language precisely and vividly. While, Coulson et al (1987: 1050) define that mastery is skill, use, or knowledge. It means mastery is the ability to use one of knowledge. Horn by (1995: 721) states that mastery is complete knowledge or great skill. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

Thus, considering this scope of study, vocabulary mastery in this research is students' competency to comprehend the meaning of certain words in



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whether and seasons and kind of shapes theme; produce those words in separate individual form both written and oral. Researcher have tried to estimate how many words native speakers know in order to access the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 words families (Goulden, Nation, and Read 1990), not including phrases and expressions. Current learners" dictionary such as the Cambridge Dictionary of American English include "more than 40,000 frequently used words and phrases " This huge number of items presents a challenge that would be impossible for most English language learners, and even for many native speakers.

Fortunately, it is possible to get along in English with fewer than 20,000 words. Another way of deciding the number of words learners need is to count many different words are used in an average spoken or written text. Because some high-frequency words are repeated, it is said that learners can understand a large proportion of text with a relatively small vocabulary. So, for example, learners who know the most frequent 2,000 words should be able to understand almost 80 percent of the words in an average text, and unacknowledged of 5,000 words increases learners" understanding to 88.7 percent (Francis and Kucera 1982).

For spoken language, the news is even better since about 1,800 words make up over 80 percent of the spoken corpus (McCarthy 2004; Teaching Vocabulary O'Keeffe, McCarthy, and Carter 2007). Whie learning up to 5,000



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words is still challenge, it represents a much more achievable learning goal for most learners than 20,000 words

1.5 Kinds of Vocabulary Mastery

According to John (2000:16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, adictionary– tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences. In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English.

Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant.

Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by some one else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve arrange of words much wider than that of daily conversation.



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To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

Meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean 'same and name'. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.



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2) Antonym

Antonym is the opposite of meaning. It derives from Greek, 'ant and nymy', the two parts mean 'opposite + name'. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register

3) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning

4) Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or propositional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

k. Use

According to Nation (2001, p. 1), there are some ways to draw the attention to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

1. *Spelling/Form*

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996:60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling). Cameron and Nation in Ramirez, (2008, p.21) according to these experts, learning vocabulary involves three factors that are frequently mentioned:

1) Form

Spelled out in form.

2) Meaning

Understanding a word's meaning entails being aware of the concept or thing it refers to. It also entails being aware of the words that are related to it.

3) Use

Knowing the grammatical structures in which a word occurs, the words it collocates with, and the contexts (such as themes or circumstances) in which the term is used are all necessary for effective word use.

Based on the definitions above, the researcher focused on the three elements or indicators. Due to the level of students, namely: they are still in the grade of Junior High School. Students are hoped to know the words well.



1.6 Techniques in Teaching Vocabulary

From what are mentioned by Lewis and Hill (1992: 102- 103); the researcher summaries some vocabulary teaching techniques as follows:

1) Contrast (Opposite/Antonyms)

Teachers can present the meaning of “empty” by contrasting it with “full” “cold” by contrasting it with “hot”. “Big “by contrasting it with “small”, students will learn two words instead of one

2) Synonyms

Sometimes it is helpful, particularly with a relatively unimportant word of passive vocabulary, to provide a quick synonym explanation. It is helpful if teachers say “it is similar in meaning to...” to build up in the students mind the idea that language consists of choice, that words do not mean he same as each other.

3) Enumeration

It deals with general and specific words. Teachers can say “clothes” and explain this by enumerating or listing various items.

4) Explanation

This technique can be better used with intermediate students. Explaining the meaning of a word must include explaining any fact of word use which are relevant. If teachers explain the meaning of “mate” (=friend), they have to point out that it is a colloquial word used in informal contexts and that it is more often used for males for females.

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5) The Dictionary

Teachers can ask students to look up the word in the dictionary, this way provides practice in important learning skills, dictionary using.

6) Translation

It is a quick and easy way to presence the meaning of words, but it is not without problem. It is not always easy to translate words. Besides, it may make it a bit too easy for students by discouraging them from interacting with the words

Furthermore, teachers may find it difficult to use this way with a class of different nationalities since it is not easy to translate into all the necessary languages. However, there are always some words that need to be translated and this technique can save a lot of time. If teachers do translate vocabulary, they need to exemplify the word in context so that students will not forget is easily.

7) In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

8) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

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8) Eliciting

Once a context is established, teachers can ask student what words they would expect to find or what they would expect someone to say or do in a particular situation.

9) Descriptions or definition

Teachers can describe and define objects: “You steer a ship with a rudder”, “You put luggage into the boot of car”, “A lawn is an area of grass in a garden”.

10) Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. For example, crossword puzzle and scrabble. From those various technique. There are several ways in teaching vocabulary like contrast (opposites/Antonyms), synonyms, the dictionary, translation. Those techniques can be developed by guessing game, a one of the techniques that can cover those ways in teaching vocabulary.

Nation in Cameron (2001: 85) lists basic techniques by which teachers can explain the meanings of new words to young learners in the classroom, by demonstration or pictures; demonstrating can be done by using an object, using a cut-out figure, using gesture, performing an action, photographs, drawings or diagrams on the board, and pictures from books (moving images from TV, video, or computer can be added). By verbal explanation; doing verbal explanation can be done by using analytical definition, putting the new word in a defining context (e.g. an ambulance takes sick people to hospital), and translating into another language.



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As it has been states above that vocabulary denotes stock of words that it can be said that teaching vocabulary means teaching words. The words' theme selves have some aspect in which through the aspect, vocabulary can be taught appropriately by language teachers. In another word, in teaching vocabulary, a teacher must take into account the aspect of words. Lado (1979: 76) believes that are three aspects of words, namely their form, their meaning, and their distribution.

He states, "In most language, the form of words consists of sound segment, stress, and tone, and pitch," by considering the statement above, the teacher isregarded to be aware of the components of the word form so that the vocabulary the teachers can delivered appropriately to learners. In term meaning, Lado (1979:79) says: "As matter of fact the meanings into which we classify our experience are culturally determined or modified, and they vary considerably from culture to culture. Some meanings found in one culture may not exist in another. From the statement, teaching meaning is important since the meaning differences are seldom as forcefully noticeable as when one attempts to translate accurately a text from one language to another. Finally, Lado (1979: 79) describes about the distribution of words as follows: The distribution of the words is important to us because at any given moment in the history of language the speakers of that language carry with them habits of the restriction in distribution and because different language have different restrictions. There are grammatical restrictions so that English, water may be a noun as in glass of water, a verb in the garden.

By considering all of the definitions above, it can be concluded that vocabulary mastery is a great comprehensive skill or knowledge about or understanding of total number of words with their meaning which make up a language used by person, class, or profession. It also can be concluded that vocabulary mastery is the ability of a person to have knowledge of words and word meaning to use it in a conducting communication in each aspect of language fluently and properly

1.7 The Importances of Learning Vocabulary

Vocabulary is important in learning English, because it is related to other English skills. Without having vocabularies, someone cannot speak well. Before stepping toward other language skills such as listening, reading, speaking, and writing, one should learn vocabulary first. People cannot use a language without having knowledge about vocabulary of the language. In speaking, the word someone chooses affects how well she/he understands. In listening, vocabulary influences how much someone can express her/his idea.

Robinnet (1983, p. 133) said that without lexicon the major element of meaning carried in language will be missing. In other words, vocabulary is an important thing to make learning of second language successful. According to Nunan (1991, p. 17), he has argued that acquisition of an adequate vocabulary essential for successful second language use because without an extensive vocabulary, people will be unable to use the structures and functions they may have learned for comprehensible communication. So, it means that without vocabulary, learning English language will not be successful, because it is the

most important aspect to use the structures and function for making people/students more comprehensive.

1.8 Principle of the Vocabulary Teaching and Learning

Several principles should be kept in mind when teaching or learning vocabulary. Cameron (2001:93) writes down the general principles to help children in learning vocabulary:

a) The teacher can model how to use strategies and draw children's attention explicitly to aspects of strategy use. Example: the teacher can show how to find clues to the meaning of a new word in a picture.

b) The teacher can teach the sub-skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c) Classroom tasks can include structured opportunities for using the strategies.

Example: when the teacher reads a story, teachers explicitly encourage the production of the meaning of new words.

Independent strategy use can be rehearsed in classrooms. Example: students can be helped to prepare a list of words that they want to learn from a lesson, can be shown ways of learning from lists, and later can be put in pairs to test each other.

d) Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they need to

- Allocate specific class time to vocabulary learning.
- Help students to learn vocabulary in context.
- Play down the role of bilingual dictionaries.
- Encourage students to develop strategies for determining the meaning of words.
- Engage in “unplanned” vocabulary teaching.

It seems teaching vocabulary is an easier task than other components of the language. Yet, in fact, most of the students have difficulty in acquiring vocabulary. Teachers often explain new vocabulary to students. To illustrate meaning, our common way is often to give a definition. However, using definitions has drawbacks, including a lack of context, a need to use equally complex terms, and the temptation to provide other meanings of a few words. The students may have learned what is necessary to achieve fluency. It is not only for short-term memory during the learning process but also, if possible, for long-term memory. One way to capture their attention is to keep them engaged in activities, supplementing these activities with brightly colored visuals, toys, puppets, or objects that match those used in the story. These can also help make the language input comprehensible and can be used for follow-up activities, such as retelling stories and guessing games. Although it takes a lot of preparation time to make or provide media, it is worth the effort as teachers can use them in future classes.

There are many ways to help students master vocabulary and improve their vocabulary skills. So, when working to improve your vocabulary, it's important to



know your goals in order to make the best choices about the ways in which you want to learn. As a teacher, we can add other ways of teaching words. For students, the method we choose to illustrate is often the key to making the item meaningful and usable.

2. ICT (Information and Communication Technology)

2.1 1. Definition ICT

The term ICT is defined as technological tools and resources used to communicate, create, store, and share or transmit and exchange information. In the same way Asabere and Enguah defined ICT as a facility, tool or equipment that provides services to process, store and disseminate information in all forms including voice, text, data, graphics and video to everyone. In addition, Wang and Woo stated that ICT is basically a tool, it can be both hardware and software. Hardware such as computers, projectors, digital cameras and software including Microsoft Word, Power Point. ICT itself stands for Information and Communication Technology.

On the other hand, the integration of Information and Communication Technology into the learning process is related to many techniques for learning and teaching. Technology continues to grow in importance as a tool to assist foreign language students in facilitating and mediating the learning process. Computers with internet facilities provide opportunities for students to transform knowledge directly in the learning process. In line with that, Davis et al as cited in Dwi stated that ICT is considered potentially effective in accelerating, enriching, and deepening skills, even motivating and involving students in order to support

students to have experiences that are useful for learners future job. Thus, the application of ICT increases students' interaction with native and non-native English speakers.

Based on the above explanation it can be concluded that ICT is a type of device that can help people to access information, store and share everything through the internet with other people around the world. From the opinion above, the most widely used technology by the people are computer and the internet.

In other words, information to support classroom learning in the new literacy of internet technology can be obtained from anywhere and from the collaborative use of computers and the internet together. In addition, ICT can be a medium in learning in order to transfer knowledge to students enjoyable and useful. In fact, learning it is important to determine the learning media used.

2.2 Types of ICT

In the context of education, ICT is defined within the more limited scope of this study. ICT is divided into two categories, namely computer-based technology and internet-based technology. There are several types of computer-based technology such as multimedia technology, telecommunications technology and computer network technology. In addition, internet-based technology divides into three categories of social media, online libraries and applications. The use of ICT in the teaching and learning process can improve educational performance because this tool makes students motivated and active in the classroom. It is concluded that the internet is also a transformation tool that transforms teacher center learning into student center learning. These technologies include:

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1) Internet based technology

Internet-based technology is a type of Internet-based ICT. Internet-based technology is divided into three categories, namely social media, online libraries and applications. In addition, Blurton states that the internet is the largest collection of human knowledge ever accumulated, and is available to any ICT-equipped student and teacher at any time and from anywhere through libraries and online applications. One form of ICT is social media which is one of the technological advances. There are several kinds of Internet based technology:

a) Social Media

Kaplan & Haenlein explained that social media is a collection of internet applications that allow the creation of various content in the world. Interactivity, platform quality, knowledge sharing mechanisms are characteristics of social media. Briefly, it can be concluded that social media is one of the tools of information and communication technology (ICT) used by people to communicate with others online. In line with that, Monica & Anamaria quoted in Tubagus stated that this kind of social media is often used by the public, especially students because it is an entertaining thing for them. Social media is also one of the well-known platforms used by many people around the world, from young students to parents. Many types of social media appeared in the last decade, such as Facebook, Twitter, Instagram, You-tube, WhatsApp, weblog, other social media.

b) Digital Library

Mayang Trivedi stated that a digital library is a library whose collections are stored in digital format (as opposed to print, microform, or other media) and

can be accessed by computers. In addition, Blurton-defined digital library initiatives are underway in countries around the world that will make collections accessible electronically from the Internet. This means that a digital library is collection of documents in organized electronic form available on the internet. Thus, the most popular types of online libraries used by students. There are several types of online libraries, including: E-books, Google Scholar, Academia, Library Genesis, and Online Journal

c) Application

Application is one of the part from internet based technology. Application is a program or piece of software designed and written to fulfill a particular purpose of the user. There are various kinds application started in educational context. There are Mind map, application, Duo lingo, Zoom, Cake, and Thesaurus.

2) Computer Based Technology

Computer based technology is one of the types of ICT that based on both hardware (hardware) and software (software) supporters. It includes a processor (data processor), data / information storage media (hard disk, CD, DVD, flash disk, memory card, etc.), recording devices (CD Writer, DVD Writer), input devices (keyboard, mouse , scanners, cameras, etc.), and output devices (monitor screens, printers, LCD projectors, speakers, etc.

a) Multimedia

Technology Hennessy described that multimedia technology includes various technical media that cover hardware projection technology, CD player, peaker, laptops, desktop computers, notebooks, Earphone, Digital Camera, Headphone, Flash disk, mobile phones.



b) Telecommunications

technology Which includes telecommunications media are cellular phones, and fax. This communication technology is now growing more rapidly. Now it is not only in the form of cellphones and faxes. c) Computer network technology. This technology consists of hardware such as LAN, internet, wifi, and others.

2.3 ICT Use in Education and English Language Learning

Currently, along with the development of technology, ICT has emerged as one of the potential learning aids. There are various kinds of ICT applications in learning English. Collis and Moonen cited in Dang Hang specified categorize of ICT applications into three groups, namely “learning resources” including educational software, online resources, and video resources, “learning organization” referring to software and technological tools for classroom lectures, and “communication” which consists of from email systems, and websites that offer communication options. Khan, Bhatti, and Khan cited in Nabbaz showed that the use of ICTs reduced the time that is necessary for achieving information for students. They can access and disseminate electronic information like ebooks, e-journals and can improve their learning by using different modern ICTs in form

of wireless networks, internet, search engines, databases, websites and web 2.0 Technologies. In addition, Abidin stated that the use of ICT and the integration of ICT in the learning process can bring positive results for both teachers and students because it can produce effective learning. For ICT integration to be effective, it is important for teachers to know the nature of learning itself. Technology enhances the learning and teaching process through active engagement based on real life situations faced by both participants



2.4 English Learning Media

User Experience according to Alben (1996) in (Wulandari, I. et al., 2018) is all aspects of how a user uses an interactive product, how easily they understand how it works, how they feel when using it, and how to achieve their goals in using this product. In this study, students have used android-based learning media in the form of liveworksheet to support their English learning. This digital media is in the form of various applications specifically designed to help language acquisition and assist in the assessment process. The apps include interactive games, videos and quizzes that make learning fun and engaging for students. One of the most important factors in implementing android-based learning media is ensuring it is accessible to all students. The app should be user-friendly and easy to navigate, regardless of the student's level of experience with technology. In addition, the app should be designed with students' specific needs in mind, such as the use of visual aids and simplified language.

The benefits gained from implementing an Android-based learning environment for students are that it can provide more interesting and interactive learning. With the help of videos, animations, and interactive quizzes, Android-based learning environments can make learning more fun and exciting for students (Rasmita, 2023).

According to Oemar Hamalik (1977:23), learning media are tools, methods, and techniques used to make interactions between teachers and students more effective in the learning process. Dimyati (2002: 62): "Teaching and learning activities of students and teachers using instructional design teaching



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materials. Learning media is an important element in the learning process. Learning media is a learning resource that can assist teachers in broadening students' horizons, with various types of learning media by teachers, it can be a material in providing knowledge to students. The use of learning media can foster student interest in learning new things in the learning material delivered by the teacher so that it can be easily understood (Nurrita, 2018). Learning media that is attractive to students can be a stimulus for students in the learning process. Management of learning aids is needed in formal educational institutions (Amalyasari et al., 2022). Learning media can be used as a tool in teaching and learning activities. As a teacher, you must be able to choose learning media that is appropriate and suitable for use to achieve the teaching objectives set by the school.

In the English learning process, most students are not able to listen, speak, read, and write well even with simple sentences. Many students do not like English lessons and students are not able to communicate using English because of the mastery of vocabulary that students have very minimal (Muttaqien, 2017). Based on the competency standards and basic competencies of English language subjects at the secondary level, English language learning is intended to support the mastery and development of four language skills, namely: listening, speaking, reading, and writing (Muttaqien, 2017). In addition to these four skills, linguistic elements such as structure or grammar, pronunciation, and vocabulary are taught in an integrated manner in the delivery of the four skills taught. This aims to support comprehensive English language skills.



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English learning objectives are the first step in obtaining good performance. Learning interest and student activeness will smooth the school teaching and learning process in order to achieve learning goals. Interest is a concentration that is born with full willingness and depends on talent and environment. In learning, concentration of attention is needed so that what is learned can be understood, so that students can do something that could not be done before. Done. Changes in personal behavior behavior include everything, both cognitive, psychomotor and effective. Interest is a sense of attention in seeing something and a sense of interest in an activity without being asked (Djamarah, 2002: 157).

But in reality, many students even though they have learned English from the elementary school level, but still cannot master it. In addition, learning so far is still leads to teacher-centered, so the implementation of learning is only dominated by the teacher and has not utilized learning media to facilitate student understanding, so students tend to be uninterested and not actively involved during learning. (Muttaqien, 2017). This has an impact on the activities and responses of students in learning carried out by teachers which is more boring which results in students being less active, and less motivated in learning, so it has an impact on student learning outcomes. (Rahman, 2021). One of the efforts to address this is the development of learning media that utilizes technology in it. As a result of the pandemic, teachers are required to be more creative and innovative in managing learning activities. E-learning-based learning can be done by utilizing several platforms that can be used. According to Mason and Rennei (2010) e-

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learning is the provision of training programs using electronic devices to offer training or learning materials through electronic resources. One of the interactive media that can be used is Liveworksheet. Liveworksheet supports online learning to be more interesting so that student learning outcomes can be achieved (Nurrita, 2018).

3. Liveworksheet

Liveworksheet application is a learning game application. There are many games on offer , including we can create multiple choice exams, match or drag drop. Liveworksheets allow teachers to create interactive worksheets for their students. Web-based application "Liveworksheet.com" is a worksheet learner that can convert printed worksheets in the form of .doc, .pdf, .jpg into interactive worksheets that can correct systematically. The form of questions that can be created with this application varies greatly such as multiple choice, short answers, choosing right wrong, and matching. This learner worksheet gives learners the opportunity to study independently (Prabowo, 2021).

Next, Liveworksheets.com allows teachers to create worksheet which encourage students" speaking ability in a very effective and enjoyable way. This, in turn, will enhance students' willingness to communicate and help them acquire their English-speaking skills (Yashima, 2002). As stated by Lightbrown and Spada (2001), when learners acquire language, they need to be in a readiness and supportive state, which can be facilitated by using the suggested platform and induced by the lecturers. Moreover, the process of acquiring a language may also be affected by learners" personal characteristics, motivation, self-confidence,

affective, language learning aptitude, social and individual factors which may be found and modified through the learner's WTC (MacIntyre, Dorneyi, Clement and Noels, 1998).

Liveworksheets is a platform within the website that providing services to educators to be able to use available ELKPD and create their own E-LKPD online. This website was created at the end of 2016 by Victor Gayol aims to introduce new technologies in teaching. The liveworksheets is a platform provided free by Google. This application converts the printed worksheet into an interactive online worksheet, can grade students' work automatically, and can send answers to the author. Students could work on and submit worksheets online. The advantages of this application are that it saves paper and time, is interactive, and students can be active in learning english.

The inclusion of LiveWorksheet, which makes worksheet creation easier than manual assessment through paper-based assignments or examinations is another enhancement that benefits teachers. This is in tune with earlier research by (Puspita et al. 2022) that explains how the use of E-LKPD (electronic worksheet) media can enhance the attraction of the educational process. In addition to being practical for students to use either synchronously or asynchronously, live worksheets utilized in electronic LKPD (worksheet) include variety aspects that can make LKPD (worksheet) more appealing (Lathifah, Hidayati, and Zulandri 2021). Measuring learning outcomes is essential because students are able to see the achievements obtained. A live worksheet application is simple to use for teachers. Teachers can



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create their own worksheets in this tool or use ones that are already available to support and facilitate the students to learn vocabulary easily. The teacher's uploaded file (doc pdf, jpg, or png) will be transformed into an image. A file can be dropped into position by the teacher, or the student's response can be typed into a box. Because of the program's accessibility, students can use it without difficulty. The teacher's email account will receive the student responses so that they can be examined.

Definition of Live Worksheet The student can use the worksheet as a guide to conduct an inquiry or get the solution of the problem activities. It has two functions, first as a guide for developing cognitive aspect exercises and make a guidelines for the development of learning in the form of experimental or demonstration guidelines (Trianto, 2008). The electronic worksheet could be created using the liveworksheets application.

Liveworksheets as a website has its main features is to create worksheets that are used online. This website can be easily accessed via google. Student can do it online on the worksheet. With an attractive appearance through animated images, this worksheet is very environmentally friendly because it does not need to printed and save students' paper, just provide a quota for get or access it.

This Liveworksheet application is a learning application. Liveworksheet consists of create multiple choice exams or short form, match, or drag-drop. This medium is very suitable for use in every situation where several schools are still implementing the system of online learning or limiting class hours, so teaching and learning activities in schools are less effective.. A study by Amalia and



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Listantyo (2021) also found that liveworksheet is efficient. On average, they claimed to be satisfied or happy to use the application. This perception should make teachers aware of the powers of students' activeness in English learning process.

3.1 Implementation Liveworksheet

Liveworksheet is one of the electronic media containing text, pictures, video, and animation that is more effective for students not to get bored. Liveworksheet itself is a platform web-based namely Liveworksheet.com. The application of Liveworksheet is quite easy. Students just open the worksheet, then students do the exercise. After students finish their work, just click "selesai" or finish. Next, the students' works were submitted to teacher's email. Simply, the teacher checks their score automatically.

Liveworksheets.com allows teachers to create worksheet which encourage students' speaking ability in a very effective and enjoyable way. This, in turn, will enhance students' willingness to communicate and help them acquire their English speaking skills (Yashima, 2002). As stated by Lightbrown and Spada (2001), when learners acquire language, they need to be in a readiness and appropriate state, which can be facilitated by using the suggested platform and induced by the teachers. Moreover, the process of acquiring a language may also be affected by learners' personal characteristics, motivation, self-confidence, affective, language learning aptitude, social and individual factors which may be found and modified through the learner's (MacIntyre, Dorneyi, Clementand Noels, 1998).



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In this modern era, many kinds of interactive sheets might be implemented in teaching English listening skills and vocabulary mastery, one of which is “liveworksheet” (Ampa, 2015). It aims to provide students with an opportunity for self-directed learning of listening skills. Many students’ difficulties in learning listening skills in English especially in the vocabulary mastery. Besides, “liveworksheet” helps students be motivated in learning listening skills (Chan et al., 2020) and helps teachers in achieving efficiency and making learning sustainable (Khansir et al., 2021). Using this “liveworksheet” also helps EFL students turn traditional worksheets into interactive practice questions, which is very useful for students, and the environment (Özdal et al., 2022).

Furthermore, Lestari (2013: 6) proposed that student live worksheets are teaching materials that have been packaged. The function is to make the student comprehend the material independently. Nurhidayah (2016:12), in her article stated that live worksheet contains of the material that student have to learn it. Worksheet also as media that has instruction lesson live Worksheet is the guidance for student to solve the problem in activities (Trianto, 2007: 73). Based on the descriptions, live worksheet is tools which can help students study independently and motivation for student to achieve the goals more.

Liveworksheets constitute a teaching medium. This teaching support material allows students to work independently or cooperatively, use linguistic resources more safely and accurately, establish interdisciplinary relationships and develop listening, speaking, writing and reading skills. The use of live worksheet

itself is very easy and profitable and very helpful because we do not need to print it on tape so that we can save more paper and it is better for nature or our earth itself and we can also maximize the use of gadgets we have such as smartphones and laptops for learning and other benefits we can save costs other than that at this time the school conducts the process of learning and teaching.

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

3.2 Advantages Liveworksheet

The liveworksheet application is a digital application that can be accessed through the <https://www.liveworksheets.com> web page. Quoted from (liveworksheet.com/about), using this application can make it easier for educators to convert conventional printable worksheets, whether in the form of documents, PDF, JPG, or PNG into interactive and practical electronic worksheets because they are automatically generated with specifications

Advantages of Live Worksheets With Live Worksheets, teachers can display material in the form of videos, audio images, and other interesting

symbols that can add to the appeal. Teachers can create interactive worksheets on the Live Worksheet with varied questions. Question form can be multiple choice with drop down form, checkbox, match by dragging line, drag and drop form question, create productive, open-ended, or imaginative questions.

The first benefit of Liveworksheets is its accessibility. Although teachers are not coding experts, they may easily access the website and design lesson plans. Designing a task requires only knowing basic code statements and their functions, which comprise about 13 code statements, so it is not time-consuming for teachers to create tasks or lesson plans online. Additionally, in urgent cases when teachers do not have enough time to teach ideas, they also look for topic-related tasks in Liveworksheets resources designed by other teachers. Assignments can be created directly on pdf files, photo files, or Words and PowerPoint converted into pdf files, so their designs will be colourful, eye-catching, and motivating to learners. When defects appear, teachers can also edit the faults easily. Furthermore, links to tasks on this platform can be embedded into

Moodle, Google Classroom, MS Teams systems, and so forth. Hence, using Liveworksheets is labour saving. The second good aspect of Liveworksheets is its function as a wonderful formative assessment tool. Online classrooms with many students often challenge teachers regarding marks and feedback. Teachers cannot correct and give feedback or marks to individuals; if they can, it takes them lots of energy, effort, and time. Liveworksheets can tackle this problem. Teachers can arrange and store their lessons and assignments in workbooks that can be copied, moved, and edited for repeated use. Students with given links can



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join the platform and do the tasks immediately with laptops, tablets, or smartphones without logging in the system. Students can also re-do tasks as much as they like if teachers do not set the particular times allowed for dealing with assignments. When learners finish their assignments, they click on Submit, and their scores will appear immediately. Formative assessment helps them immediately determine their weaknesses in knowledge and needs to be refilled immediately. Feedback received quickly will help students have more motivation to continue making attempts in their study. Both students and the teacher can instantly reflect on their faults. Teachers swiftly identify errors committed by various students, highlight significant and minor issues, and make in-time corrections.

Another merit of Liveworksheet is that it allows teachers to produce a variety of tasks that match integrated skills such as Listening, Speaking, Reading, and Writing, as well as language areas like Pronunciation, Vocabulary, and Grammar. The task types may vary from multiple choices, blank-filling, matching, drag and drop, rearranging, songbased activities, or films and videos. Especially, learners' pronunciation practice can be marked automatically. Besides, suppose teachers combine different functions of Liveworksheets. In that case, they can also create exciting games such as word search, crosswords, and listening and jigsaw puzzles, drawing significant attention from learners.

Being user-friendly and environmentally friendly is another advantage of Liveworksheets. Imagine that there are 45 learners in an English classroom. If the class is onsite, 45 paper worksheets need preparing. By contrast, Liveworksheets can save 45 sheets of paper if the class is online. The more tasks are finished



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online, the more trees will be saved. Therefore, Liveworksheets is also beneficial for the environment on Earth.

Liveworksheets gives an edge over paper worksheets in terms of flexibility. Worksheets from this platform can be employed in both online and onsite classrooms, not only in break-out rooms but also in individuals. Furthermore, (Prabjandee:2023) Liveworksheets is an effective means of teaching at various stages of a lesson: activation of basic knowledge, presentation, consolidation of new material, and control of the achieved results. Worksheets allow instructors to consider the individual level and sequence each student should go through during the lesson, maintaining the freedom of choice, respecting individuals' unique strengths and skills, and conforming to personalityoriented teaching.

Liveworksheets can be a valuable tool in language learning. In other words, it provides a more interactive learning experience and allows students to engage actively with materials through online activities. Besides, immediate feedback enables learners to track their progress and identify what they need further improvement. Furthermore, Liveworksheets can be adapted to suit individual needs and levels of each student, or to provide them with personalized learning experiences. With those aforementioned distinctive features, Liveworksheets can increase students' engagement and motivation by making learning more interactive and dynamic.

Liveworksheet is an online platform that allows teachers to create interactive worksheets for their students. It offers a variety of features such as multimedia integration, automatic grading, and real-time feedback. The effectiveness of using Liveworksheet on students' activeness and vocabulary

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mastery. Liveworksheet provides interactive elements such as drag-and-drop activities, multimedia integration, and immediate feedback. These features can enhance student engagement and motivation, as students are actively involved in the learning process. When students are engaged, they are more likely to participate actively and demonstrate higher levels of activeness in their learning. Liveworksheet can be designed to promote vocabulary mastery by incorporating activities that require students to practice speaking, listening, reading, and writing skills. For example, teachers can include speaking prompts or listening exercises that encourage students to be active in the target language. By providing opportunities for meaningful communication, Liveworksheet can help students develop their language skills and improve their vocabulary mastery. Liveworksheet allows teachers to create customized worksheets according to the needs and proficiency levels of individual students. By tailoring the activities to students' specific requirements, teachers can provide a more personalized learning experience. When students feel that the materials are relevant and catered to their abilities, they are more likely to be active and engaged in the learning process.

Liveworksheet offers automatic grading and real-time feedback, which allows students to receive immediate information about their performance. This prompt feedback helps students to reflect on their strengths and areas for improvement, enabling them to take ownership of their learning and make necessary adjustments. The ability to self-assess their progress can further enhance students' activeness and motivation to improve their communicative competence. Liveworksheet supports collaborative learning by enabling students



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to work together on shared activities. For instance, teachers can create group tasks that require students to collaborate, discuss, and solve problems together. Collaborative learning fosters communication and social interaction among students, which can contribute to the development of their communicative competence.

While Liveworksheet can be a valuable tool to enhance students' activeness and communicative competence, it is important to consider that its effectiveness may vary depending on various factors such as the instructional design, implementation strategies, and the context in which it is used. Additionally, the role of the teacher in guiding and facilitating the learning prremains crucial for maximizing the benefits of using Liveworksheet or any other educational technology.

3.3 Features Used to Design Liveworksheets

Features that can be used to design in liveworksheets among them are:

- a. Can include learning materials.
- b. Can include learning videos.
- c. Create multiple choice questions that can be answered in a way Click on the correct answer choice.
- d. Create essay questions by providing empty boxes and answer. By clicking on the box provided then type the answer.
- e. Correct students' answers, circle, type, cross out box, add lines and make comments.

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Liveworksheets make it easier for students to learn and do assignments on E-LKPD. Even if students don't have one Liveworksheets account, students can still work on the E-LKPD given by the teacher via the link. Students can fill out the E-LKPD online directly via Android, laptop or computer. Additionally, student can also immediately see the results of their work on the initial sheet liveworksheets. Teachers can also correct students' answers by typing, scribbling, pointing using arrows, circling and provide comments to students via the comment's column feature on the student answer sheet.

3.4 Steps to create the students in Using Liveworksheets

There are some steps to guide the students to use the students' worksheets using liveroworksheets page such as:

Log in to the site www.liveworksheets.com , if you have an account then you can directly log in, but if you don't have an account, then You can register first to create an account.

Here's how to create an account:

- a) Open the website www.liveworksheets.com on Google search.

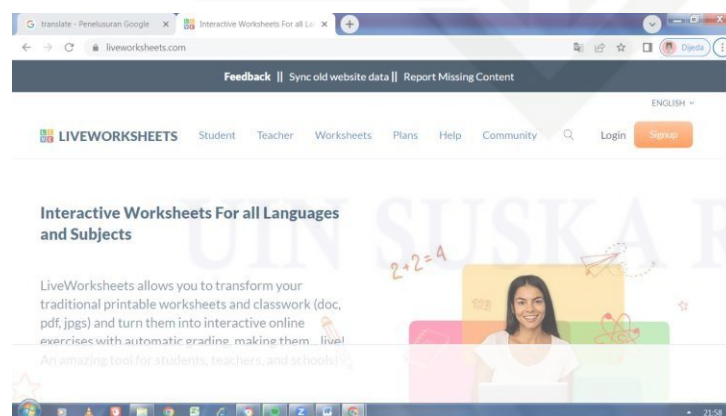


Figure II.1 Liveworksheets Menu Display

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- b) After that, go to the main liveworksheets page, then register by: click students Access ☐ Register

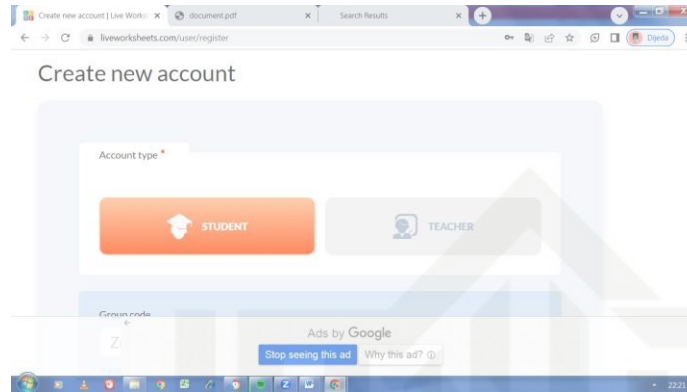


Figure II.2 Menu Register

- c) After selecting student access, enter the class code created by the teacher

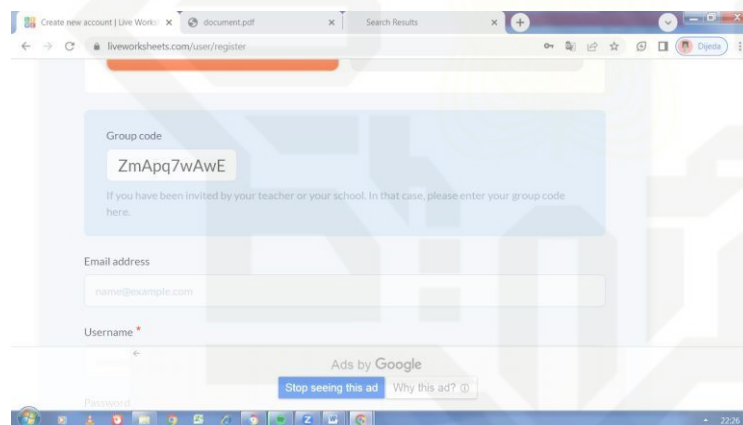


Figure II.3 Group code

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d) After filling in the class code, students can fill in personal data forms including email address, username, password, full name, birth, and country.

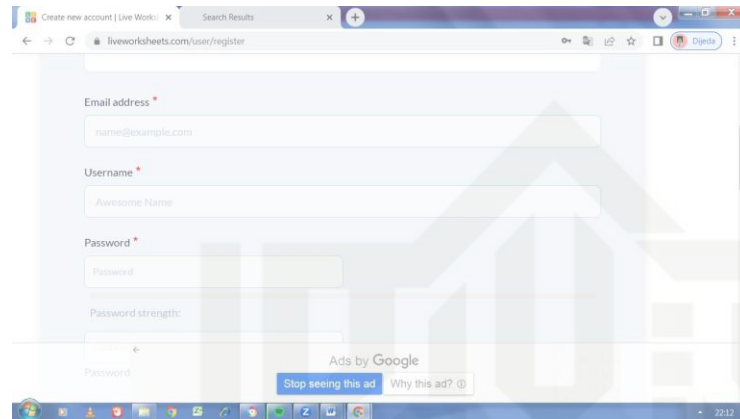
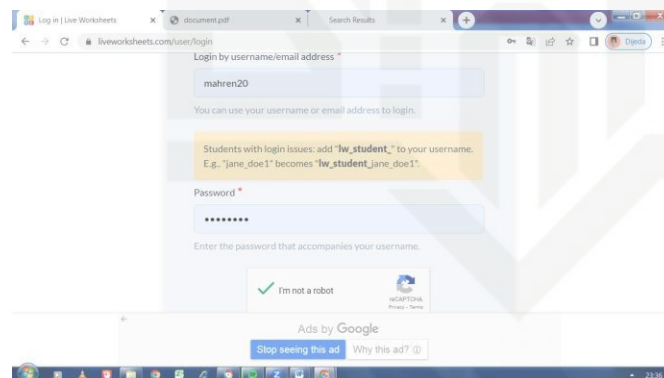


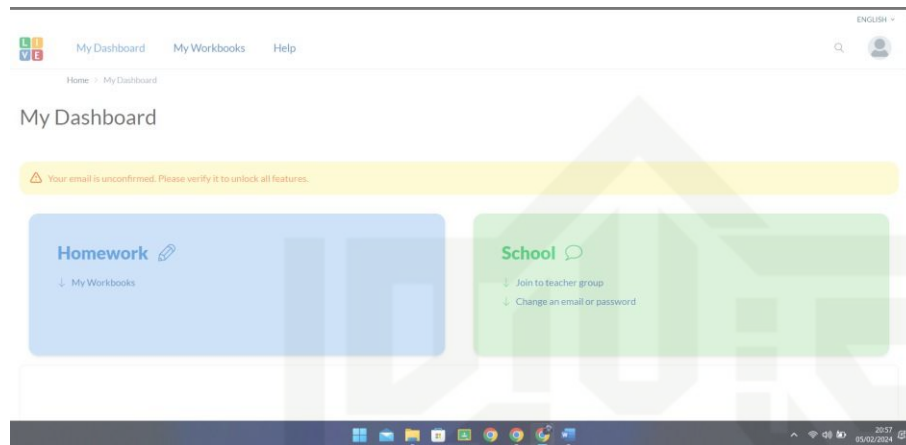
Figure II.4 Registration form for students

e) After registering for LiveWorksheet, students can log in to their account and open a class group



figur II.5 Login account

- f) After log in, students can see the menu and select Homework and select My Workbook. Students can do the assignments that have been given by the teacher



Figur II.6View My Dashboard

- g) Students choose vocabulary in my workbook

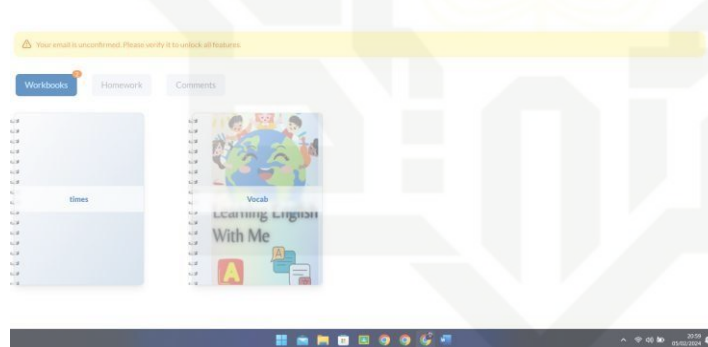


Figure II.7 View workbook students

h)

after that students answer worksheet based on teacher share.



Figure II.8 View students' worksheet

i)

After student share klik finish submit to teacher and can see the score from worksheet see the score from worksheet.

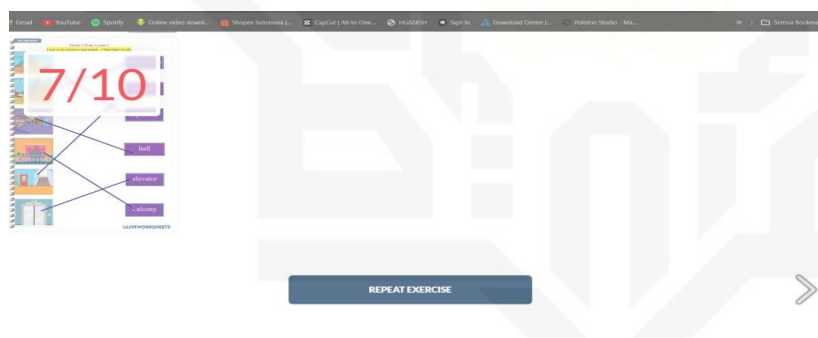


Figure II.9 View students score

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4. Students' Activeness

Students' Learning Activeness is the ability to be active in a regular basis which involves body, mind, and all aspects that associated with the learning process Paramita and Indarwati (2015). Students with high activeness in the class can be characterized with their involvement in evaluation including evaluating their own learning outcome that have been carried out; doing any exercises individually or structured by the lecturer; and preparing an oral or written progress report toward their learning outcome.

The activeness of students in teaching and learning activities is one of the processes to construct their own. Students actively build an understanding of the problems or everything they face in the implementation of the learning process, student learning activity in the law of "law of exercise" states that the learning process requires the existence of exercises to suggest that individuals are active learning humans and always curious (Dimyati : 2009)

In essence, learning activities can appear in all activities of the teaching and learning process but the levels can vary depending on the type of learning activity, the material being studied and the goals to be achieved (Hamalik: 2003). Remaining active learning refers to mental activity, although for many purposes it requires direct involvement in various physical activities. So, what is meant by active learning does not mean that students can do random activities. Student activities are oriented to the provision of how learning actually is. If students are trained to solve problems, they will be able to make decisions because already have skills in gathering information and realize how important it is to re-

examine the learning outcomes they have obtained (Zaenal Arifin: 1999).

Learning as stated by Brown (1994) is acquiring knowledge of a subject or a skill by study, experience or instruction and is the result of reinforced practiced. Thus, it is the act of acquiring new or modifying and reinforcing existing knowledge, behaviour, skill, values, or performance and may involve synthesizing different type of information. This implies that learning results a change in a behavioural tendency and is the result of reinforced practice. Similarly, learning activity is a building brick in a larger pedagogical scenario. Learning activities, thus guide, facilitate, enable, and set the learners to learn.

Active learning let the students to work and dependent with their friends in case learning English. Paust (2010) stated “Active learning is, in short, any learning activity engaged in by students in a classroom other than listening passively to an instructor’s lecture”. The students will be said active if they are not keeping listening to the teacher. But they will think critically what the teacher said. Active learning is one of the processes in learning English. As the teacher, we have to know what the characteristics of active learning are.

In learning, students need to be involved actively to obtain motivation to pursue each and every process. If students follow learning activity passively, learning activity will not run optimally. Learning process will not proceed if students do not participate actively. That is caused by the nature of learning which involved thinking and actively follow every learning process.

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4.1 Learning Activity Classification

Many teachers feel satisfied when watching students look busy working and moving in the classroom. Non activity should be prioritized in the learning process rather than being physically active. Frequent questioner questioning other people's ideas, and expressing ideas are all signs of mental activity. (Mardianto, 2013) Sardiman (2009:101) divides activities that indicate activeness

1) Visual activities

A visual activity is anything that students can look at to help them comprehend and remember content. Which contain paying attention to the drawings, reading, experiments, and demonstrations other people's work

2) Oral activities

As well as stating, formulating, asking questions, giving suggestions, giving opinions, do interviews and also discussions.

3) Listening activities,

such as listening: Discussions, speeches, conversations, even music

4) Writing activities,

as well as writing, essays, stories, questionnaires, reports.

5) Drawing activities,

Such as drawing, maps, diagrams and making graphs,

6) Motor activities,

That put among others; doing experiments, making construction, playing

7) Mental activities,

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for example, respond, remember, solve problems, analyse, make decisions.

8). Emotional activities,

such as: interested, feeling bored, excited, calm.

4.2 Characteristics of Learning activity

Here are some the characteristics of active learning of the students.

(1) students are engaged in more than listening. They are going to talk actively as long as the process of the teaching learning.

(2) Less tension is placed on transmitting information and more on expanding the students' skills and ideas or thoughts. They are going to share the information that they already know each other.

(3) students are engaged in higher-order thinking (synthesis, analysis, and evaluation). They will think critically to crack the problems.

(4) Students are involved in activities (writing, reading, discussion). They did not keep silent but participate in all the activities.

(5) greater tension is located on students' exploration of their own values, attitudes, values, and also their own experiences.

1) Participate in carrying out their learning assignments

2) Engage in problem solving

3) Ask other students or teachers if they do not understand the problems they are facing

4) Trying to find various information needed to solve the problem

5) Train yourself in solving problems or problems

6) Assessing his own abilities and the results obtained (Sudjana, 2013)

In addition, the characteristics of student activity / student activity can be reviewed based on the process, as follows:

- 1) Student activeness is viewed from the planning process
 - a) There is student involvement in formulating learning objectives according to their needs and abilities as well as experience and motivation as material for consideration in determining learning activities
 - b) There is student involvement in compiling learning designs
 - c) There is involvement in determining and holding the learning media to be used.
- 2) Student activeness in terms of the learning process
 - a) There is student participation both mentally, emotionally, physically, and also intellectually in every process of the learning. It can be seen from the high motivation and attention of the students to do each given task according the time that be given.
 - b) Students learn directly. In the direct learning process, concepts and principles are given through real experiences such as feeling, feeling, operating, doing it yourself, and so on. Likewise, this experience can be done in the form of cooperation and interaction in groups.
 - c) There are student efforts to create a conducive learning climate
 - d) Student involvement in finding and utilizing every available learning resource that is considered relevant to learning objectives.

- e) There is student participation in order to take the initiatives for example like trying to solve problems raised, answering and asking questions, or even that arise during the learning process.
- f) Students are able to interact multi-direction, both between students and students or between teachers and students, this interaction is also characterized by the involvement of all students equally, meaning that the conversation or question and answer process is not dominated by certain students only.
- 3) Student activeness in terms of learning evaluation activities
 - a) There is student involvement in evaluating the learning outcomes themselves
 - b) The involvement of students independently to carry out test activities, and the tasks that must be done.
 - c) The willingness of students to prepare reports both written and oral regarding the learning outcomes they get. (Sanjaya, 2010).

B. Relevant Research

In this part, it is easier for the reader to see related study by mapping and it can be seen also in appendix. Related study Reyes (2014) states that related studies refer to research studies conducted by other researchers which serve as a foundation and give relevancies to the current study. There are several researches which have relevancy for this study especially about learning English using Liveworksheet, Students' Activeness And vocabulary mastery. It means that related each other between a theory and another researches have been researched.

1. Some previous researches about interactive worksheet support by simulation and liveworksheet, first from Vindi Aiskasari (2021) the title is "*Developing the*



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interactive worksheet support by simulation and liveworksheet on physics learning. The objective of the research analyzed teaching materials in the form of interactive worksheet assisted by live worksheet based on physics learning. The method of data used the Research and Development (R&D) research method. The ADDIE development model is used to develop models, strategies, products, learning methods, media and teaching materials. Based on research shows that the liveworksheet-based E-LKPD can improve student learning outcomes and is effectively used in learning. In addition, the use of live worksheet-based worksheets in learning has an effect on students' mental activity. From 71.91% in the first cycle to 86.27% in the second cycle, the average student's mental activity proves this. This shows that the use of live worksheets can be combined with existing learning models, so that online learning outcomes are still achieved. The development of digital live worksheets is one of the innovations. The choice of media in the form of E-LKPD Live Worksheet is done because this application has the advantage of being interactive and interesting for students. The application of the e Student Worksheet Liveworksheet in learning makes students more active and more enthusiastic in participating in learning activities and doing teacher assignments.

2. The next relation study is using liveworksheets to diversify language lessons (2020) Ukraine. Novikova Ye. B. In this research interactive worksheets take full advantage of new technologies used in education: they can include sounds, videos, drag and-drop exercises, arrow connections, multiple choice and even oral exercises that students must perform with a microphone. The proposed approach



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contributes to improving the quality of student language training, forming the practice of information communication and support of student practical creative activities, implementing the principles of the system-activity approach in teaching, individualization of the educational process. However, the teachers should improve their skills of using digital technologies, in particular, interactive worksheets.

3. The research on is promoting willingness to communicate in improving students' second language acquisition through liveworksheets.com. This research has been done by Nissa Ilma Mukti (2021) in which the data investigating student's willingness to communicate. in this study, liveworksheet.com was chosen as the instrument to measure how student are willing to communicate and acquiring language using this platform. Answering the first research question, liveworksheet.com is the platform that helps students enhancing their WTC.

4. The research the effectiveness of digital technologies in the formation of English language communicative competence in integrated learning by Kenzhe (2023). In this research the formation of English communicative competence is reflected in the expansion of students' knowledge, enrichment of the content aspect of communication in a foreign language, the process of personal development, self-education and improvement, increasing their learning motivation. As a result of the development and improvement of the educational process, methods and technologies are created in new directions in accordance with modern requirements. This gives an opportunity to use a competency-based form of training and modern methods of organization.

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5. The research Analysis of Students' Learning Interest Using E-LKPD Based on Liveworksheet Class VIII Junior High School by Rosidah (2003). This research method is descriptive quantitative. The purpose of this study is to describe the response of students' interest in learning to the use of science learning media assisted by LKPD based on liveworksheet of plant structure and function material in class VIII junior high school students. The results showed that the response of learning interest of class VIII students on the material of the structure and function of plants assisted by science learning media assisted by E-LKPD based on liveworksheet received a positive response from students and could increase students' learning interest. This is evidenced by the average hasil of each indicator of student interest in learning of 81.12% with a very good category. The use of liveworksheet-based LKPD is very interesting for students' learning interest because the features offered are quite diverse such as drop and drag, drop down, short answers, filling in descriptions and many other interesting features
6. Nurul Hidayah (2022) as been done the research that he analysed students' listening skill using liveworksheet as an outline teaching platform to their listening skills ability, the research participant was students conducted at Ban Kaeng Sripoom Junior High School Loei, Thailand. To express students' perspective of using the liveworksheet platform to their listening skills ability, the researcher used a questionnaire survey instrument (the effectiveness, preserved, accordance, and easy access) and a test that had been tested on students to obtain data. This quantitative data, obtained from the results of distributing questionnaires to students. The questionnaire used in this study used a Likert scale

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with four categories (strongly agree, agree, disagree, and disagree). Furthermore, the questionnaire was used to evaluate and consider the impact of using liveworksheets in students' listening skills ability.

7. The Students' Learning Interest of Quipper School Used by The Teacher in Teaching English by Wahfiuddin Jamil, 2019. This research studied about the interest of students when they are studying English by using Quipper School. From this research, we can find most of the students were interested in Quipper School as a medium of learning English in the class.

8. Students' Interest on Remote Learning (a study at the second grade of SMP N 1 Lembang Kabupaten Pinarang) by Sri Nengsi, 2021. In this study it is used to know students' interest in remote learning. The study uses a quantitative description method, researchers use an purposive sampling, by spreading samples to determine student responses. The results of this study suggest that students' interest in remote learning is in the real and powerful category of interest.

9. The Students' Responses toward The Implementation of Pictionary Game in Teaching' Vocabulary to The Seventh Grade in One of Junior High School in Cimahi by Indri Kartini and Evie Kareviat, 2021

10. The Effectiveness of Using LiveWorksheets on Students' Reading Skill of Narrative Text This study aimed to determine whether there is a significant difference in reading skills between students taught using LiveWorksheets and those taught with paper based worksheets, as well as to underst and students' perceptions of using LiveWorksheets to improve their reading skills. The study concludes that LiveWorksheets is effective in improving students'



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narrative text reading skills, with most students viewing it as an effective and useful tool without notable drawbacks

C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting the concept of this research. As a concept, it is still operated in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. There are three kinds of variables in this research, independent variables and dependent variable which are live worksheet, students' activeness and vocabulary mastery.

Creswell (2009:50) states that dependent variables are those depending on the independent variables. Therefore, the operational concept in general of this study allowed pre-test for vocabulary. This research was only one groups (experimental class), teacher and students prepared internet and computer / gadget / laptop for both students and teacher gave guidance in the class and observed students, work, the teachers gave introduction to the web sites liveworksheet, then the subjects, attention drawn to those items that contained the words to be learnt, the roles of the teacher monitored the subjects to ensure that they were exploring the assigned web sites and the right pages, provided in the web sites includes vocabulary, grammar, listening, and reading.

This research is an experimental group which is focused on gaining the effective of using liveworksheet on students' activeness and vocabulary mastery. Therefore, in analyzing the problem of this research, there are three variables used. They are Variable X1 and Variable Y (Y1 and Y2). Variable X1 is Live



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worksheet and Variabel Y1, Y2 students activeness and vocabulary mastery.

For specific learning, the students might play at school. In this study, the researcher concluded that the leaning by using mobile device to collaboration, discussion and communication as an international platform for the expression and contribution understanding and meaning for participant (Rellan&Giilani,1997).

1. (Variabel X): According to Yanawut Chaiyo(2017, p. 26) The steps use in the learning process using liveworksheet in the experimental class are as follows:

a.) Preparation

1) The teacher opens the lesson by reading greetings and prayers

2) The teacher conveys the competencies to be achieved

3) The teacher demonstrates or presents material

b.) Process

1) The teacher asks the students to open the website
www.liveworksheets.com on Google search

2) After that, students go to the main liveworksheets page, then register by click students" access and register

3) Teacher asks the students for select students" access and enter the class code created by the teacher

4) Teachers ask the students fill in personal data forms including email address, username, password, full name, birth, and country.

5) The teacher tells the students choose the menu and select Homework and My Workbook.



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6) Students to answer the questions in the liveworksheet have been given by the teacher

7) Teacher guidance class and observed students,, work

c.) Closing

1) Teacher will see the score

2) Giving feed back

3) Evaluating the students" answer.

For student activeness Y1 :

(1) They are going to talk actively as long as the process of the teaching learning.

(2) In the direct learning process, giving through real experiences such as feeling, feeling, operating, doing it yourself.

(3) Students are engaged in higher-order thinking.

(4) Students are involved in activities discussion.

For students Vocabulay Mastery Y2:

In this research, the indicator of students,, vocabulary mastery. The implementation of this media, according to Cameron (2001:78) stated The Indicators of variable Y (students,, Vocabulary Mastery) are follows:

1. The students ability to know about word formation (synonym/antonim, verb, adjective, noun)

2. The students are able to use vocabulary with appropriate and effective and ability to use grammatical features appropriately.

3. The students are able to know the opposite and similar meaning of words

4. The students are able to write with appropriate spelling and punctuation.

the students ability to spell the spelling of words correctly in English language



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D. Hypothesis

H₀₁: There is no significant effect using liveworksheet on students" activeness in learning English

H_{a1}: There is significant effect using liveworksheet on students" activeness in learning English

H₀₂: there is no any interaction effect between using live worksheet on vocabulary mastery in learning English

H_{a2}: there is any interaction effect between using live worksheet on vocabulary mastery in learning English

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CHAPTER III

RESEARCH METHODS

This chapter discusses about the methods and the procedures of the research that used by researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of the research, research design, population and sample, instrument of the data collecting and data analysis they are as follows:

A. Research Design

According to Ary,et.al (1985:22-26) research is carried out systematically and logically to arrive at a solution to a problem or an answer to a specific query. The research method used in this research was experimental design. An experimental study is a scientific analysis in which an investigator manipulates and monitors one or more independent variables while simultaneously observing the dependent variables or variables for variance. This research used pre - experimental design of One-Group Pretest-Post test. There are three steps of one group design:

1. Conducting a pretest to assess the dependent variable
2. Giving the subject the experimental
3. Conducting a posttest to measure the dependent variable once more

The aim of this research to explain whether the use of liveworksheet to Improve Students" Activeness and communicative competence in teaching learning English in eight grade students at MTS Masmur Pekanbaru. By comparing the pretest and post-test scores, the researcher was able to assess

which differences were due to the experimental treatment. The researcher decided to see if the response improved students' activeness and communicative competence in learning English to students through experimental research. The effect is measured by administering a particular medication. After determining the major differences between students who were taught before and after using liveworksheet, the efficacy of the method can be determined.

B. Location and Time of the Research

This research will be conducted at MTS Masmur Pekanbaru which is located on Jl. Soekarno Hatta No.15 Pekanbaru. This school selected due to the availability of e-learning Program. The time of the research is about one month including several steps ranging from documents related to the research to the completion of data process in this research.

C. Population and sample of the Research

a. Population

According to Punch (2009) a research population was the total target group who would be the subjects of the study and about whom a researcher is trying to say something. In other words, population in research was a group to which research findings were generalized. The population in this research is class students VIII MTS Masmur Pekanbaru, totaling 40 people.

Table III.1
Population

VIII. 1	20
VIII. 2	20

b. Sample

According to Porte (2002:243) a sample as a set of units chosen from a large group (Population) to represent it because the population is too large to research in its entirety. The data can be gotten from part of the population by using technique of total sampling. It is a technique that involves examining the entire population that have a particular set of characteristics. The students of class VIII.2 MTS Masmur, a total of 20 students, served as the sample for this research, which was conducted in only one class.

D. Procedure of the Research

Experimental research was a form of comparative analysis in which we study two or more variables and observe a group under a certain condition or groups experiencing different conditions. By assessing the results of this type of study, we can determine correlation between the variables applied and their effects on each group. Experimental research used the scientific method to find preferable ways of accomplishing a task to provide a service. There were three different types of experimental research design, divided by key elements related to how we conducted each experiment. According to Gay, Mills, and Airasian (2012) stated the three main types of experimental research design are; pre experimental research, quasi experimental research, and the true experimental research. In this research the researcher used quasi- experimental research. In this type of research, researcher applied a test before and after the implementation of the stimuli. This provided a comparison of performance with and without implementation for researchers to make judgments about the effects of the stimuli

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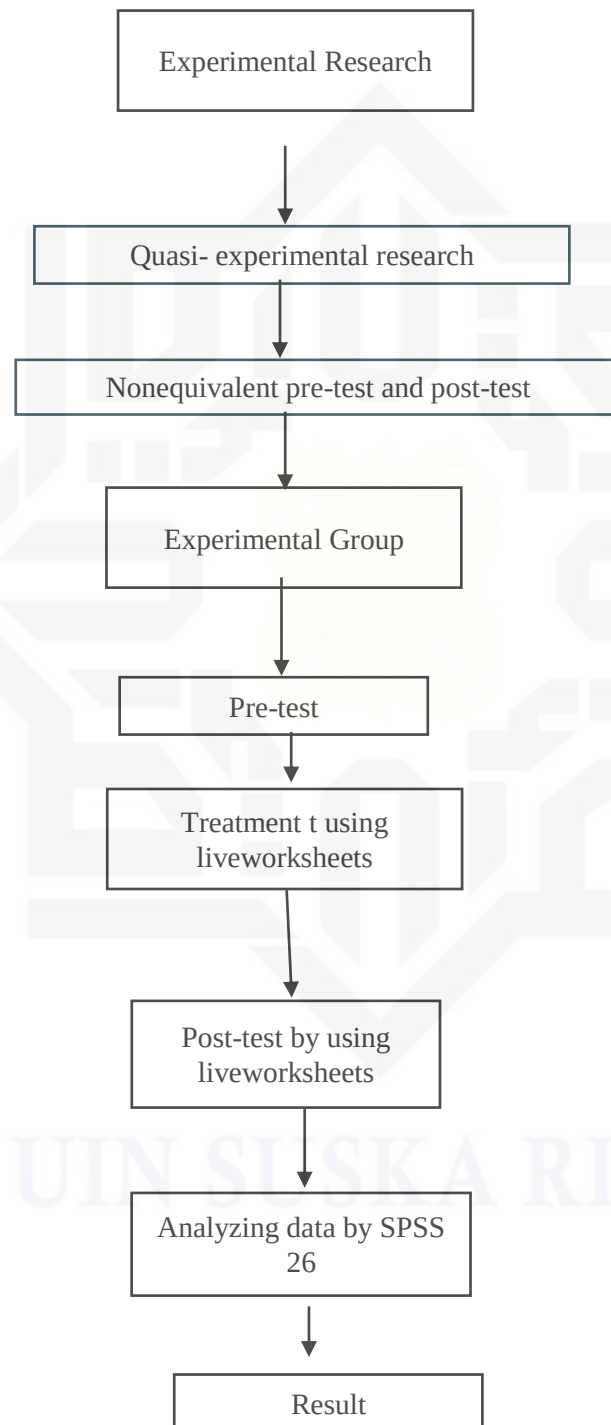
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on the subject. The procedure of this research can be seen in the following figure

3.1:

Figure 3.1
The Procedure of the Research



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in this research, the researcher conducted the class for eight meetings for the experimental class with two meetings for pre-test, five meetings for giving treatments and one meeting for post-test. The total of meetings were eight meetings. At the first day in experimental group, the researcher gave pre-test to the students by giving them the worksheet or task. Then, the next days, the researcher gave the second pre-test to the students. Then, the next session, the researcher gave treatment using liveworksheet. then the fifth day, the researcher gave post-test (Question and Answer Task). After the researcher took students' test, the researcher used the SPSS 26 to analyzed the data.

E. Research Variable

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables (Ary et al, 2006:37). The kinds of variables in research can be divided into two, namely independent variable and dependent variable. Independent variable is consequence of or upon antecedent variables. meanwhile dependent variable is variable that is presumed to be caused by or influenced by the independent treatment conditions and any other.

In this study there are three variables which are one variable independent and two dependent variables, namely:

1. The independent variable (X) is the use liveworksheet in learning english
2. The dependent variable (Y) is student learning activeness (Y1) and students' vocabulary mastery (Y2).

F. Research Instrument

Monique (2020) stated that research method is the scientific method is the scientific way to get the data for purpose and utility of something. The researcher collected the data from the students and used questionnaire as instrument and observation to know process or situation in class.

a. Observation

Observation used to observe directly the implementation of Liveworksheet. In observation, observational items used to observe the learning activities involved in using Liveworksheet in the classroom. The researcher made the table of each operational concept and then make checklist if the treatment that teacher does same with operational concept of each strategy. The list of observation for the teacher is presented in the following:

Table III.2
Blue Print for liveworksheet Observation Sheet

NO	Aspect of Observation	Yes	No
1	Teacher and students open Liveworksheet.com		
2	Teacher give lesson material with Liveworksheet		
3	Teacher choose the worksheet and click start		
4	Teacher monitor the students in Learning English		
5	Students answer the question individually or in the group		
6	Teacher show the students score		
7	Teacher nominate the winner and give Appreciation		
8	Teacher and students make conclusion of the Sson		

(Pangesti,2009)

b. Questionnaire

In this research, the questionnaire uses to investigate and to collect information about student's activeness. There will be fifty questions related to the student's activeness and vocabulary mastery. All the population asked to fill out the questionnaire in the presence of the writer. The liker scale uses to give the weight of each questionnaire, they are: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The score of every item depended on his statement. The positive range of the score is as 4-3-2-1 and 1-2-3-4 for the negative range of score. The indicator of questionnaire for the students is presented in The Following:

Table.III.3
Blueprint of The Questionnair Students' activeness

No.	Indicators	Sub indicators	Number of item	Total
1	Visual	drawings, reading, experiments, demonstrations	1,2,3,4	4
2	oral activity	Asking question, giving opinion, giving suggestion	5,6,7,8	4
3	Listening Activities	Conversation discussion	9,10	2
4	Writing Activities	write the note, the task	11,12	2
5	Drawing Activities	drawing about lesson material is given by teacher	13	1
6	Motor Activities	finding answer, playing, making constructions	14,15	2
7	Mental Activities	Respond, remember, solve problem, decisions	16,17,18,19	4
8	Emotional Activities	Interested, spirit brave, bored, Afraid	20,21,22,23	4

(Source Mardianto: 2013)

c. Test

According to brown (2004) stated that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. in this research vocabulary mastery will be held to know the students' ability in learning English. this vocabulary mastery test is to measure the students' ability in learning English.

III.4 Blueprint of the Test

Indicator of assessment Students' Vocabulary Mastery

No	Indicator Assessment Of Students' Vocabulary Mastery	Number Of Item	Number Question
1	Students are able to master to content word a. Noun b. Verb c. Adjective d. Adverb	8	4,6,8,14,15,16,23
2.	Students are able to spell letters in English	4	1,5,10,17
3.	Students are able to use correct gramma in English	4	2,11,18,21
4.	Distinguish the: meaning, synonym and antonym of words in English	9	3,7,9,12,13,19,22,24,25

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Table III.5
Students' Vocabulary Mastery

Score	Categories
81-100	<i>Very high</i>
61-80	<i>High</i>
41-60	<i>Mediocre</i>
21-40	<i>Poor</i>
0-20	<i>Very poor</i>

(Source : Saskhia in Harris, 2023)

From Table III.5, the researcher can know the level of students' vocabulary mastery. Very High level the rank of score 81-100, High level the rank of score 61-80, Mediocre level the rank of score 41-60, Poor level of the rank of score 21-40, and Very Poor level of the rank score 0-20.

G. Validity and Reability

Before collecting the data, each item of question was tested in order to be ideally to try out. The purpose of the try-out is to find out the quality of the test items. Brown (2000, p.22) states that a test is method of a measuring a person's ability, knowledge, or performance in a given domain. Validity is the extent to which inferences make from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment.

For the research, the researcher used two questionnaires to measure liveworksheet and students' activeness in learning English at MTS Masmur Pekanbaru. For the first questionnaire, in which the researcher measures liveworksheet in learning English, the researcher adopted from Pangesti 2012,



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the researcher did not make changes to the questionnaire and indicators, therefore the researcher did not validity and reliability to measure student's activeness in learning English. Meanwhile, for the second questionnaire the researcher adapted from previous researcher is taken from Murcia (2008) , but for the statement the researcher needs to adjust to the sample or object being studied, therefore this questionnaire required validity and reliability instrument to find out whether the given instrument is feasible or not as a measuring device. To find out the validity of the items of questionnaire, it will use Split-Half formula by using SPSS 29 version by looking at the corrected item - total correlation (correlation between score item and score total item = r_{counted}) in table Item-Total Statistics. To know whether the test valid or not, the value of r_{counted} must be compared with r_{table} . If the value of $r_{\text{counted}} > r_{\text{table}}$ = valid, If the value of $r_{\text{counted}} < r_{\text{table}}$ = invalid.

The result as below

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Table III.6
Validity Test

Item	Corrected item total Correlation	R-table $\alpha=0,05; n=25$	Category
1	0,371	>0,349	VALID
2	0,503	>0,349	VALID
3	0,485	>0,349	VALID
4	0,415	>0,349	VALID
5	0,488	>0,349	VALID
6	0,748	>0,349	VALID
7	0,627	>0,349	VALID
8	0,548	>0,349	VALID
9	0,488	>0,349	VALID
10	0,443	>0,349	VALID
11	0,390	>0,349	VALID
12	0,449	>0,349	VALID
13	0,520	>0,349	VALID
14	0,433	>0,349	VALID
15	0,518	>0,349	VALID
16	0,602	>0,349	VALID
17	0,421	>0,349	VALID
18	0,398	>0,349	VALID
19	0,424	>0,349	VALID
20	0,501	>0,349	VALID
21	0,654	>0,349	VALID
22	0,432	>0,349	VALID
23	0,502	>0,349	VALID
24	0,399	>0,349	VALID
25	0,421	>0,349	VALID

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Reliability is an important characteristic of a good test. In order to calculate the reliability of the test, the mean of the students' scores the standard deviation were sought. In finding reliability of instruments, there are several formulas can be used such as Split-Half formula, Spearman- Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alpha formula, Kuder- Richardson 20 (K-R 20) formula and Kuder- Richardson21 (K-R 21) formula (Arikunto, 2006p. 223). From these formulas, the writer used Slit-Half formula by using SPSS and result of reliability can be seen through Guttman Split-Half Coefficient in reliability statistics on output of SPSS.

Table III. 7
Criteria Coefficient of Reliability

Coefficient Reliability	Criteria
$0,80 \leq r_{11} \leq 1,00$	Highest reliability
$0,60 \leq r_{11} \leq 0,79$	High reliability
$0,40 \leq r_{11} \leq 0,59$	Middle reliability
$0,20 \leq r_{11} \leq 0,39$	Low reliability
$0,00 \leq r_{11} \leq 0,19$	Lowest reliability



H,Data Analysis Technique

In analyzing the students,, activeness and vocabulary mastery, researcher use same way to analyze the data. The data were analyze by using SPSS 29 Version.

1. Normality Test

In order to know whether the data has normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. Before analyzing the data by using an independent sample t-test, it is necessary to test the normality of the data. In analyzing the normality of the data, the researcher uses the Kolmogorov-Smirnov formula calculate using SPSS.

2.Paired sample t-test or Non-independent Sample t- test

Non-independent sample t- test is known also as Paired-Sample ttest. This formula is used to obtain the result of the two hypothesis that is to find out whether there is significant effect of using liveworksheet toward students" activeness and students" vocabulary mastery at the eight grade students of MTS Masmur Pekanbaru. L.R Gay (2009) states that t test for non-independent samples is used to compare groups that are formed by some type of matching or to compare a single group"s performance on a pre- and posttest or on two different treatments. In this time, pretest and post-test score of the experimental class will be used in order to find the significant effect using live worksheet toward sudents' activeness and students" vocabulary mastery To obtain the data, SPSS 29 will be use. The t-table has the function to see if there is a significant difference among the mean of the score of both pretest and posttest. The t-obtained value is

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consulted with the value of t-table at the degree of freedom (df) = N-1 which is statistically hypothesis: $H_a: t_o > t\text{-table}$ $H_o: t_o < t\text{-table}$

1. H_a is accepted if $t_o > t\text{-table}$ or there is significant effect after giving the treatment of using liveworksheet toward students' activeness and students' vocabulary mastery
2. H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect after giving treatment of of using liveworksheet toward students' activeness and students' vocabulary mastery.

The design of present study (non equivalent pre-test and post-test experimental group) can be illustrated as below:

1. The Normality Test Subana (2000:123-126) states that is a test to measure whether or not the data (sample) from the population distributes normal. The procedures of this test as follows:
 - a. Making distribution frequency list of each group
 - b. Determining alpha of each class
 - c. Calculating mean $\bar{x} = \frac{\sum x_i}{n}$
 - d. Calculating standard deviation $s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$ Note: x = Final score of mean x_i = Mean score n = Many data
 - e. Calculating list of expectation frequency.

2. Homogeneity Test

As defined by Ma'unah that homogeneity test is comparison of the biggest and the smallest variants. The researcher uses variants homogeny test by Hartley test, the formula is: $F = \frac{S_{\text{big}}^2}{S_{\text{small}}^2}$ The procedure is as follows:



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- a. Arranging Hypothesis H_0 : Sample is from population that has variants homogeneity H_1 : Sample is from population that has not variants homogeneity
 - b. Determining alpha (α)
 - c. Calculating test statistic $S S F$ small big hit 2 2 $\square F_{table}$; F_s big, n small F_{hit}
 $F_{table} = H_0$ is refused
 - d. Concluding
3. The differences between Means This study is used one side namely right side: If the classes distribute normal by variant homogeneities, therefore test procedures are as follows:
- H_0 : The final score of students who have been taught by using Liveworksheet have increasing in students' vocabulary mastery than those taught by non-using Liveworksheet
- H_a : The final score of students who have been taught by using Liveworksheet have not increasing in students' vocabulary mastery than those taught by non-using Liveworksheet

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, that carried out at eighth grade students of MTs Masmur Pekanbaru in academic year 2024/2025, it can be conclude that using liveworksheet is effective to enhance learn vocabulary mastery. It can be conclude that there was significant effect in vocabulary mastery and students' activeness who were though by using Liveworksheet media. The student who are though by using liveworksheet have higher score.

Based on the experiment, it was known that there is significant effect before and after of using Liveworksheet on students' activeness in learning English. The result of the mean score of questioner was 77.80, meanwhile the mean score after give treatment was 80.0. Then, looking for the result of the paired sample t-test, The result of the paired sample t-test, paired difference in mean questionert of students' activeness in experimental class was -4.800 with standard deviation 2.587 with standard t-obatined -8.296 at the significant level 0,05 and the degree of freedom 20 and the critical value of t-table for tailed test was 1,72. it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Its means that there was significant different in students' using liveworksheet in learning english. The result of regression analysis, the effect of Liveworksheet has an effect in students activeness about 80,3%.

The result of the paired sample t-test, paired difference in mean between pre-test of vocabulary mastery in experimental class was -12.000 with standard deviation 8.079 with standard t-obatined -4.625 at the significant level 0,05 and the degree of freedom 20 and the critical value of t-table for tailed test was 1,72. 72 it can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Its means that there was significant different in vocabulary mastery using liveworksheet in learning english. the effect of Liveworksheet has an vocabulary mastery 50,5%.

The main objective of this research was to find out the effectiveness of using liveworksheet on students' activeness and vocabulary Mastery in Teaching English. After analyzing the data and discussing the three research questions and two hypotheses which consisted of H_a and H_0 . The researcher found that there is a significant of using liveworksheet on students' activeness and vocabulary Mastery.

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. There was a significance difference before and after of the students' activeness by using liveworksheet in learning english at grade eight of Mts Masmur Pekanbaru.
2. There was a significance difference before and after of the students' vocabulary mastery by using liveworksheet in learning english at grade eight of Mts Masmur Pekanbaru.

3. The use of liveworksheet was more significantly effective increased in students' vocabulary mastery and students' activeness in learning english used the use of Liveworksheets which was $0.825 > 0.625$ at Moderate Effect category on the students' vocabulary mastery and students activeness.

B. Implication of the Research

Liveworksheet presented a challenging-fun way and brought a good atmosphere to engage the students to learn actively, attract the students' participation, and helped the students to support their speaking ability, by the students were given the new material by the teacher through animation video, the students asked to work and interact together to put new material into practice through worksheet by the teacher, and the students asked to demonstrate their ability based on new material. It gives the students a chance to collaborate with their friends. Thus, the implications of this research are mentioned below:

1. Learning by using liveworksheet was effective to be used in teaching english for the students.
- 2 Learning by using liveworksheet was effective increase the students' vocabulary mastery.
 - a. Learning by using liveworksheet also can be used in assessment tool to assess students' learning english . The teacher provides the students to work in pair, then ask them to create a discuss based on the learning material, then practice it in the class.
 - b. By implementing liveworksheet, the students would get opportunities to share their ideas and make themselves confident in learning english. Therefore, the students' vocabulary mastery can improve as well as possible.



C. Suggestion

Based on the findings of this study, there are some recommendations that are potentially useful for practitioners of TEFL such as teachers, curriculum developers, and future research. Firstly, for classroom practice, the English teachers are suggested to develop students' interest in learning English especially in using some of the ICT tools in learning a vocabulary. Thus, in the process of teaching, teachers must be ready and prepared themselves to teach in the class. When teachers are well prepared, teachers can give their best performance while teaching. Therefore, teachers also need to know some methods, techniques and strategies to engage students to be ready and focus in the process of learning.

Considering the study "*The Effect of Using Live worksheet On Students' Activeness and Vocabulary Mastery*", the researcher would like to give some suggestion as follows:

The researcher found that the teachers of Private Islamic Junior High school in Mts Masmur who teach English using the technology that is new in supporting the students to learn fast especially for the foreign language. However, the researcher found that teachers need to be more variable in teaching using ICT in order for learners to be more engaged and enthusiastic. Moreover, the students' ability also improved.

Meanwhile, for the curriculum developers, it is recommended to do need analysis before formulating and revising English curriculum. The school's principle and curriculum must be revised and improve the learning style based on Merdeka Curriculum that is focusing on the students' centre and looking forward

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to the students' interest and need. Therefore, the teachers are able to develop teaching materials based on the need of the students. Then, the school must provide the technology in order to support the teachers in doing their activities in teaching the students to make the class more comfortable and increase the students' active in learning.

Other researchers are expected to be used this research as a consideration for the next researchers in doing the same research with different object or can be used as a fresh Information in doing same research in others place.



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APPENDICES

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APENDIXS 1

Modul Ajar Experimental Class

No	Komponen	Deskripsi/Keterangan
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	Nama Penyusun	Megy Ingriyani, S.Pd
	Nama Insitusi	MTs Masmur Pekanbaru
	Tahun Penyusunan Modul Ajar	2024/2025
	Jenis Sekolah	Madrasah Tsanawiyah
	Jenjang Kelas	VIII/8
	Fase	D
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit = 80 menit
Capaian Pembelajaran Fase D		
Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris		
Profil Pelajar Pancasila		
4.	Beriman , Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain
	Mandiri	Mengidentifikasi perbedaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar
	Gotong Royong.	Melakukan kerjasama yang baik dalam penugasan kolaborasi
	Berfikir Kritis	Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembangkan, serta mengapresiasi atau mengkritisnya.
Strategi Pembelajaran		
4.	Model Pembelajaran	<i>Blended learning</i> melalui model pembelajaran dengan menggunakan <i>Project Based Learning</i> (PBL) terintegrasi pembelajaran berdiferensiasi berbasis <i>Social Emotional Learning</i> (SEL).
	Media	Buku Teks, Laptop/Komputer PC,gawai,Infokus/Proyektor/Pointer,Lembar



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	Target Peserta Didik	Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
	Pertanyaan pemantik	What did you do celebrate Independent day?
Tujuan Pembelajaran		
Tujuan Pembelajaran yang ingin dicapai peserta didik diharapkan mampu: 1. Dapat memaadankan ungkapan meminta perhatian dalam Bahasa Inggris dan Bahasa Indonesia; 2. Dapat menemukan arti dari ungkapan memberikan perhatian dalam Bahasa Indonesia; 3. Dapat menemukan ungkapan yang dipakai untuk meminta perhatian dan responsnya dari percakapan di grup kelas (moda teks tertulis); 4. Dapat mengkategorikan kelompok ungkapan mengecek pemahaman, menyatakan pemahaman, dan menyatakan kekurangpahaman dari daftar ungkapan yang diberikan; 5. Mendata kosakata irregular verb and regular verbs 6. Melafalkan kosakata yang terdapat pada materi celebrating independece 7. Menyebutkan kosakata antonym dan sinonim		
Pemahaman Bermakna		
In the learning stage of this unit strudent learn about The Champion of Panjat Pinang, Going to a Parade and Independence Day at SMP Merdeka		
Pertanyaan Pemantik		
What did you do celebrate Independent day?		
Materi ajar		
Assesment		
Individu		

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1 (80 Menit)

Kegiatan Pendahuluan
1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, kerapihan posisi, dan tempat duduk peserta didik. 2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan. 3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pemebelajaran 4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek



mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti

Section 1 say what you know?

1. Guru mengarahkan peserta didik untuk melihat Picture about Panjat Pinang
2. Guru meminta peserta didik untuk mengidentiikasi hal-hal yang berkaitan dengan gambar tersebut.
3. Guru dapat menggali kemampuan berpikir kritis peserta didik melalui beberapa pertanyaan.
4. Guru dapat mengajak peserta didik untuk mengingat pengalaman mereka
5. Guru menjelaskan pembelajaran menggunakan media liveworksheet
6. Guru memberi link website liveworksheet kepada siswa untuk registrasi dan bergabung melalui group yang telah dibuat oleh guru.
7. Guru menjelaskan cara menggunakan liveworksheet, cara menjawab liveworksheet dan melihat hasil dari jawaban siswa.
8. Guru memberikan worksheet melalui group kelas yang telah dibuat



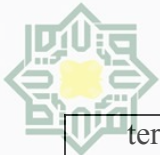
9. Dalam kegiatan ini, peserta didik dapat menjawab worksheet dengan memilih koskata bahasa Inggris. Kemudian, guru dapat memberikan bantuan/bimbingan untuk mengembangkan kemampuan peserta didik dalam mengenal koskata dalam materi celebrating indepenence

Section 2 – Listening

10. Guru mengajak peserta didik untuk mengamati beberapa gambar permainan yang biasa dilombakan pada perayaan Hari Kemerdekaan Republik Indonesia pada gambar pada liveworksheet group



11. Guru meminta peserta didik untuk memberi nama permainan yang sesuai pada setiap gambar tersebut pada liveworksheet
12. Guru memperdengarkan Audio tentang percakapan *Galang dengan ayahnya*.
13. Guru meminta peserta didik menyebutkan nama permainan pada percakapan



tersebut.

14. Setelah selesai mengerjakan, peserta didik mengumpulkan worksheet dan guru menyampaikan hasilnya secara bergantian. Kemudian, guru dan peserta didik bersama-sama mendiskusikan hasilnya.

Kegiatan Penutup

1. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran
2. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
3. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
4. Mengakhiri pembelajaran dengan doa

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

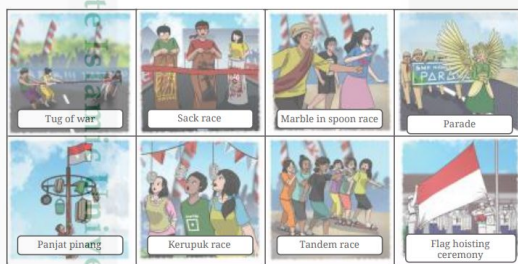
Pertemuan 2 (80 Menit)

Kegiatan Pendahuluan

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik.

Kegiatan Inti

1. Guru mengarahkan peserta didik untuk melihat Picture yang terdapat pada buku teks siswa



2. Guru meminta peserta didik untuk mengidentifikasi kosa kata yang berkaitan dengan Picture.
3. Kemudian, guru dapat mengajak peserta didik untuk mengingat pengalaman mereka
4. Guru meminta peserta didik untuk mengamati gambar beberapa pawai pada group kelas di live worksheet, Kemudian, peserta didik diminta untuk memasang gambar dengan kata/frase yang tepat.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Indonesian heroes' costumes parade

Decorated bicycles parade

Traditional music instruments parade

5. Guru meminta mengerjakan worksheet secara individu
6. Guru membahas worksheet secara bersama-sama

Kegiatan Penutup

1. Guru menanyakan keluhan dalam pembelajaran menggunakan liveworksheet
2. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran
3. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
4. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
5. Mengakhiri pembelajaran dengan doa

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 3 (80 Menit)

Kegiatan Pendahuluan

1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik.
2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan.
3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran
5. Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik..

Kegiatan Inti

1. Guru memberi penjelasan mengenai materi sesuai dengan topik yang akan dipelajari .
2. Guru menjelaskan pembelajaran menggunakan media liveworksheet
3. Guru memberikan worksheet melalui group kelas yang telah dibuat



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name: _____

Section: _____

Live Worksheet # 3

Antonyms

Match the word with its antonym.

early

quiet

hardworking

outside

inside

lazy

noisy

late

Choose the best option.

My rabbit likes _____ carrots.

I took a glass of water from the jug that was _____.

He _____ a fish from the river.

The fresh lemons were really _____.

Drag the word to the suitable antonym.

awake

first

on

closed

off

opened

asleep

last

ANTONYMS

Antonyms are words that have the opposite meaning.

sun

cloud

- Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih
- Guru menjelaskan mengenai time connective kepada siswa
- Guru memberikan teks pada group liveworksheet untuk siswa identifikasi kosa kata mengenai time connective pada teks tersebut
- Guru membantu peserta didik dalam mengidentifikasi teks tersebut.

Kegiatan Penutup

- Guru menanyakan keluhan dalam pembelajaran menggunakan liveworksheet
- Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran
- Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
- Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
- Mengakhiri pembelajaran dengan doa

LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 4 (80 Menit)

Kegiatan Pendahuluan	
1. Guru membuka pelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, kerapian posisi, dan tempat duduk peserta didik. 2. Mengatur posisi duduk peserta didik dan mengondisikan kelas agar proses pembelajaran berlangsung menyenangkan. 3. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran 4. Guru mempersiapkan segala peralatan yang akan digunakan pembelajaran Guru melakukan apersepsi dapat mengajak peserta didik mengingat objek-objek mengesankan yang pernah mereka lihat dan dan menanyakan hal-hal penting yang mereka ingat dari objek yang menarik..	
Kegiatan Inti	



1. Guru meminta peserta didik untuk mengamati 5 buah gambar yang diberikan.



2. Guru dapat membantu peserta didik memahami gambar gambar memberi menyebutkan kosakata pada gambar tersebut.

3. Guru membeei beberapa gambar pada group live worksheet.



4. Guru meminta peserta didik diminta untuk menuliskan sebanyak mungkin kosakata yang mereka ketahui terkait gambar

5. Guru membahas worksheet secara bersama-sama

Kegiatan Penutup

1. Guru menanyakan keluhan dalam pembelajaran menggunakan liveworksheet

2. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran

3. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran

4. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik

5. Mengakhiri pembelajaran dengan doa

**Mengetahui,
Guru Bahasa Inggris**

Yurika Darlis, M.Pd

**Pekanabru, 23 Agustus 2024
Peneliti**

Megy Ingriyani, S.Pd

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penelitian kritis atau tinjauan suatu masalah.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penelitian kritis atau tinjauan suatu masalah.

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APPENDIX 2

PRE POST- TEST

Name :

Class :

Direction :

- These questions are multiple choice.
- These questions are used to know students' English vocabulary mastery.
- These questions are 25 items.
- Choose the correct answer based on the question.

1. Ayu: Siti, do you understand the story? What is spealling for "story"?

- | | |
|--------------------|--------------------|
| A. Es-ti-ou-ar-wai | C. Es-ti-ou-wai-ar |
| B. Wai-ar-ou-ti-es | D. Ti-ou-ar-wai-ar |

2. Asa: Your picture __ beautiful I like the color.

Please complete the correct grammar of the words!

- | | |
|--------|-------|
| A. Are | C. Am |
| B. Is | D. It |

3. Saya rasa nasi goreng ini terlalu asin

The word "nasi goreng" in English means.....

- | | |
|---------------|---------------|
| A. Rice fried | C. Friderise |
| B. Friderice | D. Fried rice |

4. Attention please!

Don't forget to bring books pen and smartphone tomorrow.

What is the class of underline words ?

- | | |
|-----------|--------------|
| A. Verb | C. Adjective |
| B. Adverb | D. Noun |

What is spelling for “what “ ?

6. Oke well students open your dictionary right now !

A. Verb
B. Adverb
C. Adjective
D. Noun

What the synonym of “fast ”

8. Thank you for your attention beautiful girls.

A. Verb
B. Adverb
C. Adjective
D. Noun

What the synonym of “study”

10. Oki: I am so busy today I hope you understand

What is speaking for “today”?

11. Ayu: Your handwriting ____ clear and beautiful Edo.

Please complete the correct grammar of the words!

- A. Are C. It



B. Am

D. Is

12. Beni, do you think English easy or difficult?

The word “difficult” in Indonesia means ...

A. Sulit

C. keras

B. Mudah

D. Lembut

13. I will be beautiful if I’m good at makeup

What the antonym of “beautiful”

A. Pretty

C. Bad

B. Nice

D. Lack

14. Listen to me! don’t open book please

What is the class underline word

A. Verb

C. Adjective

B. Adverb

D. Noun

15. Attention mystudents, dont be afraid to fail if you want to be successful!

What is the class underline word?

A. Verb

C. Adjective

B. Adverb

D. Noun

16. Can I have your attention Lisa, Monday you must move to sit on the life side of the Dinda.

What is the class of underline word?

A. Verb

C. Adjective

B. Adverb

D. Noun

17. Teacher: Edo do you understand myexplanation about this material?

What is spealling for “you, about and material”?

A. Wai-o-u

C. Wai- ou- yu

B. Wai-yu-o

D. Wai-ou-u

18. Kiya: Oh mygod you__ the best Sasa! You finished in 3,5 semesters.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Please complete the correct grammar of the words!

1. Are C. Am
B. Is D. It

19. I can buy expensive clothes if I have money

What the synonym of “expensive”

- A. Cheap C. Good
B. Inexpensive D. Overpriced

20. Listen to me please! What is the class of underline word?

- A. Verb C. Adjective
B. Adverb D. Noun

21. Oki: Hi Yusi, what did you do last weekend ?

Yusi: Hi Oki, I ___ my hometown and I have some pictures at my hometown, what do you think about this picture ?

O: Oh my god, this picture so beautiful.

Please complete the correct grammar of the words !

- A. Visited C. Visiting
B. Visit D. Visitid

22. I will be rich if I work hard. What the antonym of “rich”

- A. Poor C. Lazy
B. Stupid D. Happy

23. Hey guys, can you see me from here ?

What is the class underline word ?

- A. Verb C. Adjective
B. Adverb D. Noun

24. Saya rasa kamu harus membeli sepatu baru

The words “sepatu baru” in English means...

- A. Shoes new C. Shoes new

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan dan menyebutkan sumber.

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UIN SUSKA RIAU



B. New shoes

D. New shocks

25. I diligently drink milk and exercise every day for sure I will have a tall body

What the antonym of “tall”

A. Huge

C. Big

B. Long

D. Short

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Hak Cipta Diturunkan Undang-Undang

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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UIN SUSKA RIAU



POST- TEST

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Class :

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- These questions are 25 items.
- Choose the correct answer based on the question.

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2. Asa: Your picture __ beautiful I like the color.

Please complete the correct grammar of the words!

- | | |
|--------|-------|
| A. Are | C. Am |
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3. Saya rasa nasi goreng ini terlalu asin

The word "nasi goreng" in English means.....

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What is the class of underline words ?

- | | |
|-----------|--------------|
| A. Verb | C. Adjective |
| B. Adverb | D. Noun |

5. Teacher: Do you know what I mean students ?

What is spelling for "what" ?

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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A. Wai-ai-eij-ti

C. Wai-eij-ei-ti

B. Ti-ai-wai-eij

D. Eij-ti-wai-ai

6. Oke well students open your dictionary right now !

What is the class of underline words ?

A. Verb

C. Adjective

B. Adverb

D. Noun

7. I can be a fast runner

What the synonym of “fast”

A. Slow

B. Calm

C. Quick

D. Energetic

8. Thank you for your attention beautiful girls.

What is the class of underline word ?

A. Verb

C. Adjective

B. Adverb

D. Noun

9. If I study hard, I can get first place

What the synonym of “study”

A. Learn

C. Do

B. Play

D. Make

10. Oki: I am so busy today I hope you understand

What is spealling for “today”?

A. Ti-ou-di-ei-wai

C. Ti-ou-di-e-wai

B. Di-ou-wai-ei-ti

D. Ti-u-di-ai-wai

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Please complete the correct grammar of the words!

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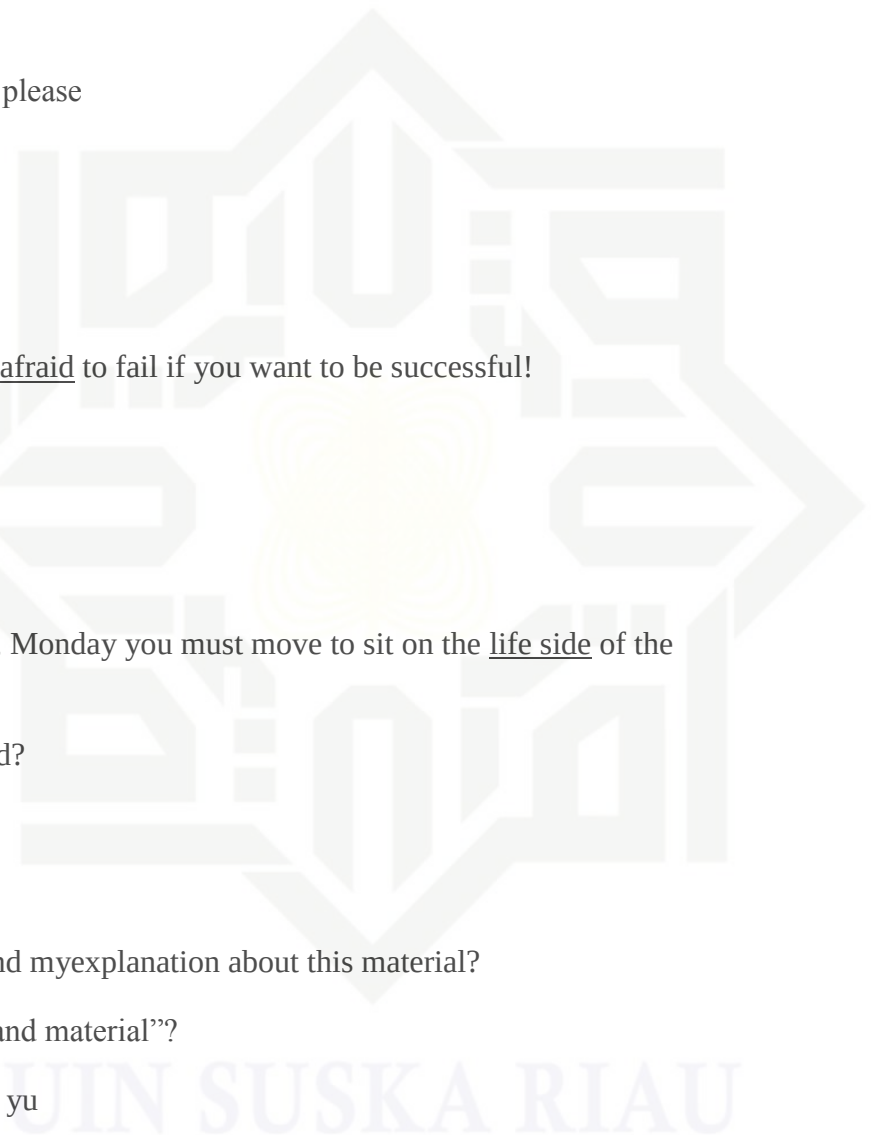
- A. Are
- C. Am

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D. It

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D. Happy

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D. Noun

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The words “sepatu baru” in English means...

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C. Shoes new

B. New shoes

D. New shocks

25. I diligently drink milk and exercise every day for sure I will have a tall body

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Hak Cipta Diundungi Undang-undang

Dilindungi sebagai hak cipta selang seluruh karya tulis ini tanpa mencaatumkan dan menyebutkan sumber.

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What the antonym of “tall”

A. Huge

B. Long

C. Big

D. Short

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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APENDIX 3

Students' Activeness Questionnaires

Bacalah baik-baik setiap pernyataan dan semua alternative jawabanya .

Simaklah dalam kolom-kolom dengan sungguh-sungguh sesuai pendapat anda.

Bila pernyataan kurang jelas, silahkan tanya kepada guru.

Semua pernyataan mohon dijawab dengan 1 jawaban tanpa ada yang terlewatkan

Keterangan

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

NO	Paryataan	Pilihan Jawaban			
		SS	S	TS	STS
1.	Sebelum kegiatan belajar saya membaca buku bahasa inggris terlebih dahulu				
2.	katika guru menjelaskan materi dibuku bahasa ingris saya memperhatikan				
3.	Ketika guru mengamati sebuah gambar, saya mengamati dengan cermat				
4.	katika guru menjelaskan materi dibuku bahasa ingris saya mengobrol dengan teman				
5.	Ketika sedang diskusi dengan kelompok, jawaban dari teman kelompok kurang jelas, saya menambahkan dengan memperjelas jawabannya				
6.	Ketika sedang diskusi, saya mendapat pernyataan, saya menjawabnya dengan tidak				

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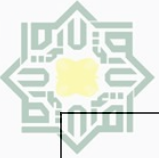
	sesuai pernyataan yang terjadi				
7.	Ketika guru menjelaskan, saya mendengarkan penjelasan guru tersebut agar saya paham mengenai penjelasan materi pembelajaran				
8.	Ketika sedang diskusi, kelompok lain menjelaskan hasil diskusinya dan saya menganggap bahwa penjelasan kelompoknya salah, yang hanya benar adalah penjelasan kelompok saya				
9.	Ketika guru meminta untuk merangkum pelajaran, maka saya merangkum pelajaran tersebut				
10.	Ketika guru memberikan tugas, maka saya mengumpulkan dengan tepat waktu				
11.	Ketika guru memberikan tugas, saya meminta teman untuk berkerja sama				
12.	Ketika guru memberi tugas, saya protes dengan tugas tersebut				
13.	Ketika guru meminta saya menuliskan jawaban, saya mencontek kepada teman				
14.	ketika guru meminta membentuk kelompok diskusi. Saya segera membentuk kelompok tersebut				
15.	ketika guru meminta membentuk kelompok, saya acuh/ tidak peduli hingga teman yang mengajak saya				
16.	Ketika guru hanya memberi tugas tanpa penjelasan, saya berani menegur guru				
17.	Ketika pembelajaran dengan media yang kurang				

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	memfasilitasi, saya berani meminta kepada sekolah untuk memfasilitasi media tersebut				
18.	Ketika guru menanyakan nilai ulangan saya yang lebih besar dari teman lainnya, saya berani berkata jujur				
19.	Apabila terdapat teman kelompok yang tidak sependapat dengan saya, maka saya akan mengajaknya berkelahi				
20.	Saya takut salah Ketika saya memaparkan hasil diskusi				
21.	Saya meminta guru untuk mengajarkan menggunakan metode yang membuat siswa tidak bosan dalam pembelajaran				
22.	Saya termotivasi belajar apabila guru memberi reward kepada siswa				
23.	Saya merasa senang belajar bahasa inggris karena bermfaat bagi hidup saya kelak				
24.	Saya pasif ketiga guru meminta saya berdiskusi dengan teman kelompok				
25.	Saya tidak tetarik belajar bahasa inggggris karena terlalu banyak kosakata yang dihafal				

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APPENDIX 4

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Student Score PRE-TEST Experimental Group

Students	Pretest Score of Experimental	
	Group	
1	75	
2	80	
3	75	
4	70	
5	75	
6	82	
7	82	
8	75	
9	75	
10	85	
11	86	
12	82	
13	80	
14	80	
15	70	
16	82	
17	70	
18	80	
19	80	
20	72	

Student Score POST-TEST Experimental Group

Students	POS-TEST Score of Experimental Group
1	85
2	90
3	85
4	85
5	90
6	90
7	90
8	88
9	88
10	90
11	90
12	85
13	88
14	87
15	85
16	85
17	80
18	87
19	88
20	85

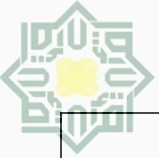
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APPENDIX 5

Indicators	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
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	When the teacher explains the material in the English book, I pay attention.	5	8	2	5
	When the teacher observes a picture, I observe it carefully.	6	4	5	5
	When the teacher explains the material in the English book, I chat with my friends.	10	3	5	2
	When discussing with my group, if my group member's answer is unclear, I add to it by clarifying their response	8	5	2	5
	When I am in a discussion and get a question, I answer it in a way that does not match the question.	5	5	5	5
	When the teacher explains, I listen carefully to their explanation so that I can understand the learning material.	8	4	5	3
	During a discussion, when another group explains their discussion results, I assume their explanation is wrong and that only my group's explanation is correct.	12	6	1	1
	When the teacher asks us to summarize the lesson, I summarize the lesson.	8	6	4	2
	When the teacher gives an assignment, I submit it on time	5	5	5	5
	When the teacher gives an assignment, I ask my friend to cooperate.	5	5	5	5
	When the teacher gives an assignment, I protest against it.	8	4	6	2
	When the teacher asks me to write the answer, I cheat off my friend.	5	5	5	5
	When the teacher asks us to form groups, I ignore it until a friend invites me.	8	4	6	2
	When the teacher gives an assignment without explanation, I dare to speak up to the teacher.	5	8	2	5
	When the learning materials are not well-facilitated, I dare to ask the school to provide better resources.	2	4	4	10
	When the teacher asks about my test score, which is higher than my friends', I dare to tell the truth.	6	4	5	5
	If there is a group member who disagrees with me, I will invite them to fight.	2	2	6	10
	I am afraid to make mistake when delivering a discussion's result	8	6	3	3
	I ask the teacher to teach with the method which makes the students are not bored in the lesson	5	5	5	5
	I am motivated to teach when the teacher	12	4	2	2



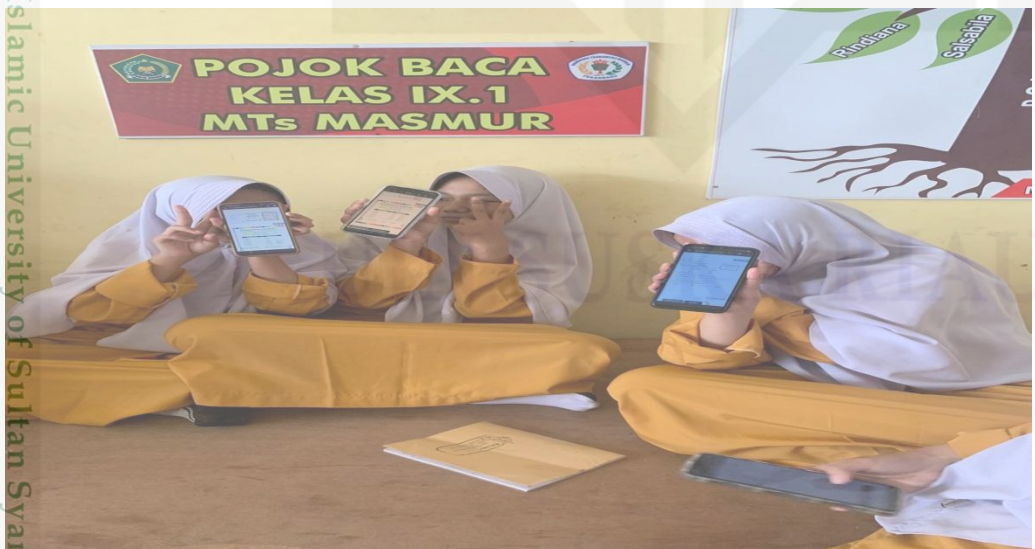
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gives the reward				
I feel happy to learn English because it is impact for my future	6	4	5	5
I am passive when the teacher asks me to have a discussion with my friends	8	6	3	3
I am not interested in English because it has too much vocabulary that must be remembered	8	6	3	3



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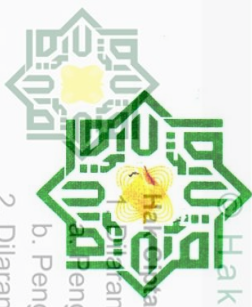


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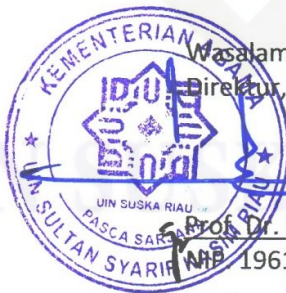
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NIM	: 22190123852
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VI (Enam) / 2024
Judul Tesis/Disertasi	: THE EFFECT OF USING LIVETWORKSHEET ON STUDENTS' ACTIVENESS AND VOCABULARY MASTERY IN MTS MASMUR PEKANBARU

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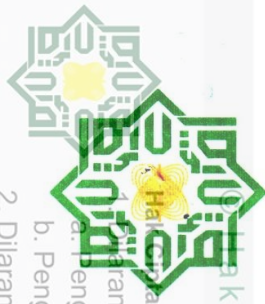
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Di Pekanbaru

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat Rekomendasi yang dikeluarkan oleh Badan Kesatuan Bangsa dan Politik Kota Pekanbaru dengan nomor 503/DPMPTSP/NON IZIN-RISET/67376 perihal Izin Pelaksanaan Penelitian oleh mahasiswa Program Pascasarjana UIN Suska Riau di MTs Masmur Pekanbaru, maka melalui surat ini kami sampaikan bahwa nama tersebut dibawah **diizinkan dan telah selesai** melaksanakan penelitian pada tanggal 06 September 2024 di MTs Masmur Pekanbaru.

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Demikian surat ini disampaikan, untuk dapat dipergunakan semestinya, terimakasih.

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LETTER OF ACCEPTANCE (LoA)

No: 1560/INNOVATIVE/I/2025

The Editor in Chief of Innovative Journal has been received the article:

In the name of : Megy Ingriyani¹, Kalayo Hasibuan², Zulhiddah³
Title : The Effect of Using Liveworksheet On Students' Activeness And Vocabulary Mastery In Mts Masmur Pekanbaru
Institution : ^{1,2,3} Pascasarjana Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim

And pleased to inform you that the article has completed its review and will be published in the **Innovative: Journal Of Social Science Research** Volume 5 Number 2 of 2025 (E- ISSN 2807-4238 and P-ISSN 2807-4246). This journal is indexed by Sinta 5, Moraref, One Search, Base and Google Scholar. Thus, this letter of statement is prepared to be used properly.

Bangkinang, January 9th 2025

Signed below,



Putri Hana P, M.Pd

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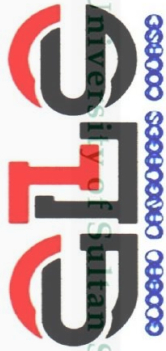
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Certificate Number: 27/GLC/EPT/II/2024

ENGLISH PROFICIENCY TEST[®]

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Megy Ingriyani
 ID Number : 1401066405950004
 Test Date : 30-01-2024
 Expired Date : 30-01-2026

achieved the following scores:

Listening Comprehension : 49
 Structure and Written Expression : 43
 Reading Comprehension : 66
 Total : 527



Linati Marta Kalisah, M. Pd
 Global Languages Course Director



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
 Global Languages Course
 At: Pekanbaru
 Date: 01-02-2024



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الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة : Megy Ingriyani
رقم الهوية : 1401066405950004
تاريخ الاختبار : 31-01-2024
الصلاحية : 31-01-2026

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 47
القواعد : 45
القراءة : 46
المجموع : 460



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 01-02-2024



التقييم التعريفي

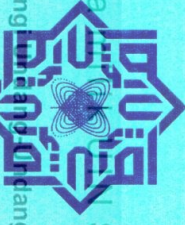
No. 26/GLC/APT/II/2024



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA

: MEET INRIYANI

NIM

: 22190123052

PROGRAM STUDI

: PAI

KONSENTRASI

: BAHASA INGGRIS

PEMBIMBING I / PROMOTOR

: Dr. Kaba'yo Hasbiyuan M.Tesol

PEMBIMBING II / CO PROMOTOR

: THE EFFECT OF using live worksheet

JUDUL TESIS/DISERTASI

: Dr. H. Zuhriyah M.Pd

: on students' Activeness and

: Vocabulary Mastery in MTs Masmur

: Pekanbaru

PASCASARIJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Penelitian tidak mengikis kepentingan-pentingan yang wajar UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Daftar sumber	Pembimbing / Promotor *	Keterangan
1.	04/04/2024	- Perbaiki koherensi - perbaiki Ch II	State Islamic University of		
2.	06/15/2024	Theorist must add Grammatical.			
3.	22/5/2024	Methodology			
4.	3/6/2024	Chapter III			
5.	17/6/2024	Chapter IV & V			
6.	12/11/2024	Approved			

Catatan:

*Coret yang tidak perlu

Pekanbaru, 12 September 2024

Pembimbing I / Promotor *

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Daftar sumber	Pembimbing / Promotor *	Keterangan
1.	03/04/2024	Theories were added (books, journal articles) - title must be revised - supplied live worksheet			
2.	10/10/2024	Definition of terms reference - kind of vocabulary			
3.	12/11/2024	Grammatical error, Model ajar			
4.	17/12/2024 30/12/2024	chapter IV & V Sd			
5.	31/12/2024	Approved			
6.					

Catatan:

*Coret yang tidak perlu

Pekanbaru, 31/12/2024

Pembimbing II / Co Promotor *

Dr. Hj. Zulfah M.Pd.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا

THE GRADUATE PROGRAMME
 Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
 Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA MELLY INGERIANI
 NIM 22190123852
 PRODI PPi
 KONSENTRASI PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Jum'at / 7-7-2023	Exploring the implementation of autonomous learning through the use of ICT in learning English at SMK Perpayakan Riau	Alf Hasanah	D Sahiron
2	Jum'at / 7-7-23	Students digital literacy and their motivation to read Narrative text at Islamic Junior high school al-Hafit Pekanbaru.	Rati maya	
3	Jum'at / 7-7-23	The effect of teaching techniques (role-play, repetition) and speaking anxiety on students speaking ability.	Rulia Septani	
4	Jum'at / 7-7-23	The implementation of think pair share technique in teaching Reading and speaking at language Development Center of UIN Syekh Ali Hasan	Sulastri	
5	Jum'at / 7-7-23	Student's perception on using Google classroom in learning English Asynchronously : A case study at SMK 1 Rengat	Yulia Kartika	
6	Jum'at / 7-7-23	Teacher belief about English learning as a foreign language a case of english teacher of MA Al Ihsan Boarding	Winola Oke	
7			Sapra.	

Pekanbaru, 7 juli 2020
 Kaprodi,

Dr. Alwizar, M.Ag
 NIP. 19700422 200312 1 002

- NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
 2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal Tesis
 3. Sebagai syarat ujian Proposal dan tesis