



Maximizing Students' Vocabulary Mastery by Using Liveworksheet Apps

Melyna Hariana Wati¹, Sugeng Hardi², Teguh Sulisty^{1*}

¹Universitas PGRI Kanjuruhan Malang, Jl. S. Supriadi No.48, Malang, Jawa Timur, 65114, Indonesia

²SMPN 1 Papar Kediri, Jl. Raya Papar No.119, Kediri, Jawa Timur, 64153, Indonesia

*Corresponding author, Email: sulistyoteguh@unikama.ac.id

Abstract

This class action research focuses on maximizing vocabulary mastery in 7th grade, especially in the 7H class at SMPN 1 Papar Kediri. In this class action research involves technology-based media, namely liveworksheet 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. The researchers 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.

Keywords: vocabulary; drag-drop; liveworksheet Apps

1. Introduction

Based on General Assembly Letter From The United Nations published on 29 August 2013PBB A/RES/67/292 at the Sixty-seventh session, Agenda item 120 states that English is one of their official languages beside five other languages(United Nations,2013). It means English is one of the essential languages. Because most people or countries can use English, English is one of the most essential languages in the world.

There are five primary majors in English mastery. They are Listening, Speaking, Reading, Writing, and also Grammar. However, the foundation of a foreign language is the mastery of vocabulary because, in a foreign language, there is a process of understanding the meaning of each word. Then after that, it is assembled. Focusing on vocabulary helps develop knowledge and skills in multiple aspects of language and literacy, including helping with decoding (phonemic awareness and phonics), comprehension, and fluency.

Learning vocabulary is a continual process of language and literacy development, which begins in the early years of life and continues through schooling and beyond. Sinatra, Zygoris-Coe, and Dasinger (2011) note that: Knowledge of vocabulary meanings can affect children's abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing because vocabulary is the foundation of language in this case, English.

That statement is also supported by other experts like Lines (2005) and Ur(1996) state that vocabulary is one of the essential things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words. Those statements imply the importance of teaching vocabulary as a foreign language, and young learners' must develop their vocabulary because it is an essential aspect of their language.

The fact that English is a foreign language in Indonesia, which is under the theory that enjoyment actively and positively stimulates learners in the foreign language classroom, as it may play a fundamental role in the cognitive processes which are instrumental for learning in general and foreign language learning in particular, e.g., heightened attention, memory, and problem-solving. The theory comes from (Fredrickson, 2001; Fredrickson, 2004; Pekrun, 2011; Oades-Sese, & Lewis, 2014). This challenge increases when the covid19 pandemic suddenly attacks all countries, including Indonesia. Whether students want it or not, teachers must find another way and make innovations or changes to continue learning. So the aspects that teachers have to think about are increasing; besides, learning must be engaging, and it must also be technology-based because of the demands of the existing situation.

School from home or online school is indeed a new thing for Indonesians. Many things must be prepared when going online, starting from sufficient data packages, stable signals, and technological devices such as mobile phones, laptops, and desktops. Many obstacles are felt. Teachers must make adjustments starting from the material, the sequence of activities, the methods, and the learning strategies that the teacher must change. The most significant and visible change is changing from face-to-face to online learning. Therefore, the covid 19 pandemic was used as a momentum to revolutionize Indonesian education, but once again, this was very sudden, and there was no preparation or careful planning beforehand. This incident has positive and negative impacts, but people will focus on the positive impact of this "forced migration" of educational technology. Indonesian educators are finally accustomed to incorporating technological elements into learning, commonly called T-Pack. T-Pack stands for Technological Pedagogical Content Knowledge.

There are many considerations for including this T-Pack element in 21st-century learning, apart from the reason for the arrival of the covid 19 pandemic. However, it is also because school children in the 21st century are included in the Gen-Z category, and indeed, at this time, technological developments are running very fast (Astini, 2022). Even now, every child can and is proficient in operating various technological devices such as smartphones, laptops, desktop PCs, Etc., which are now all also based on the internet network. This fact is what encourages the inclusion of technology in learning in the classroom today. The only thing we have to consider next is how we supervise the use of technology in children.

T-Pack is one of the vital elements promoted in the Merdeka Curriculum that the government has been promoting lately. The independent curriculum's point is student-centered learning, prioritizes differentiated learning models, and always involves technology in every meeting. Many technology-based learning applications are also used when the pandemic strikes, including Zoom, Google Classroom, Google Forms, Quizizz, and Liveworksheet.

This Liveworksheet application is a learning game application. There are many games on offer, including we can create multiple choice exams or short form, match, or drag-drop. Drag-drop is one of the features in Liveworksheet in developing LKPD in conducting formative or summative assessments. After providing learning materials, it can also be used as a learning media, such as games. In general, the way drag-drop works is to pull and match it can be in the form of pictures with pictures of writing with writing can be in the form of pictures with writing or writing in English with the meaning of writing in Indonesian.

Based on the researchers' observation, this way of working and the characteristics of grade 1 junior high school students who need many vocabulary savings but are still fun, drag-drop can be the best solution for 7H grade students at SMPN 1 Papar. In previous research, Fatima S (2022) mentioned in her research that 78.1% of students stated that they needed E-LKPD teaching materials based on Liveworksheets in the classroom learning process, which, in essence, concluded that E-LKPD, Etc could be used as an alternative electronic teaching material. A similar thing was obtained by Husnul Fuadi (2022). The PBL-based sound wave electronic student worksheet that had been developed obtained an assessment score from expert validation of 0.86 (very valid) with 90.6% reliability (reliable) and practitioner validation of 0.83 (very valid) with 95.55% reliability (reliable).

2. Metode

This class action research uses qualitative research based on classroom action research.

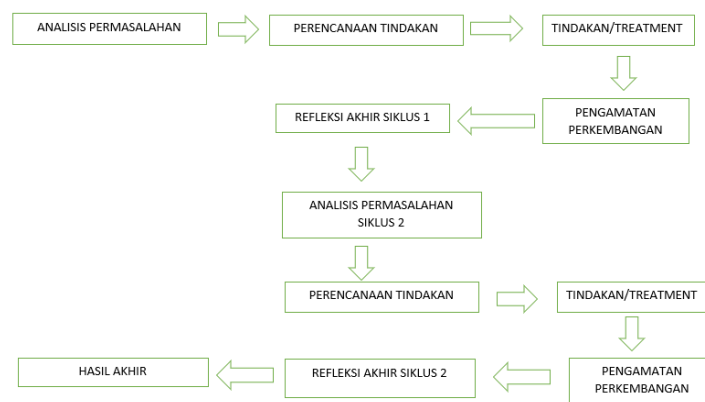


Figure 1. CAR implementation sequence chart

It was carried out in one class that has been selected, namely 7H, which contains 34 children where the problems existed. The researchers acted as a teacher, and there was an advisor, the field supervisor teacher.

The explanation of the PTK implementation steps chart is as follows:

Problem Analysis: The researchers implemented class observations that would be made in the Classroom Action Research setting. Then, they conducted an in-depth analysis of students' initial situation and characteristics (profiling students). **Action Planning:** after getting the main problem in the class, the researcher will try to make a treatment plan like what is most suitable for the class.

Action or treatment: the implementation of treatment or the type of action that had been arranged and planned.

Observation of Development: The researcher also conducts developmental observations in implementing action or applying treatment in that process. Such as what is the response of students, how they develop.

Cycle reflection: At this stage, the observer conducts a general review or review of whether it has been successful or needs to be repeated and continues to Cycle 2.

3. Results and Discussion

3.1. Results

From the student profiling process, it was found which part of English is difficult as seen in Figure 2.

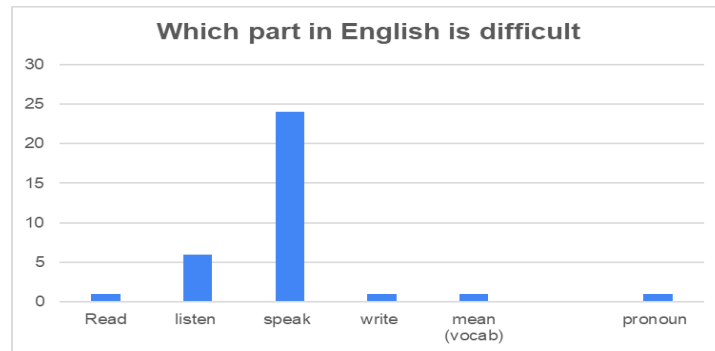


Figure 2: Initial profiling results

Figure 2 shows that speaking is considered the most difficult skill to be mastered. After being asked a more specific question about why consider English difficult, the following data was obtained as illustrated in Figure 3.

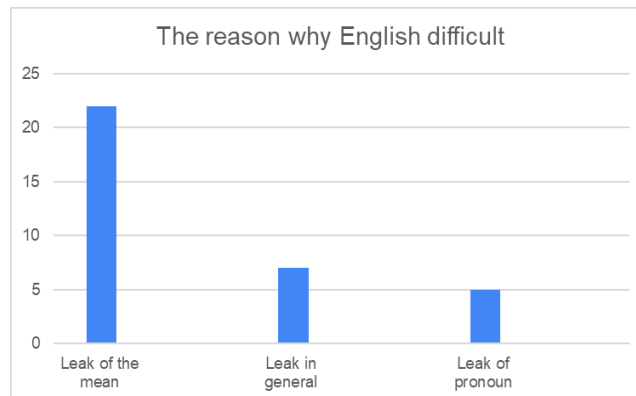


Figure 3: follow-up results of initial profiling

When profiling at the beginning of the learning process, it was found that the 7th graders last entered school was 5th grade elementary school semester 2. And with the new student admission system that uses the zoning system, the new students who enter SMP N 1 Papar are local residents and also the surrounding elementary schools so most of the students are still minimal in providing English language materials and are usually included in local content. therefore, as in Figure 2, the data shows that 29 children admitted that they had difficulty with English because they did not know the meaning and 5 others admitted that pronouncing words in English was very difficult.

Figures 4, 5, 6, and 7 provide an overview of the initial appearance of the liveworksheet application.

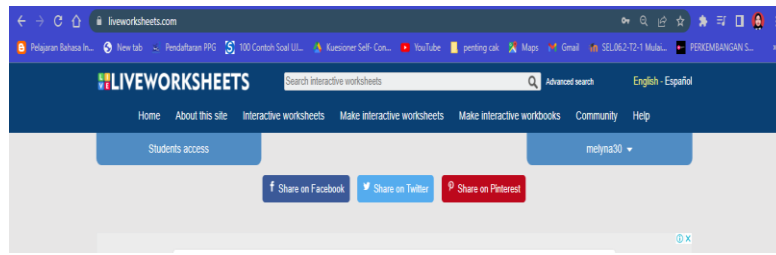


Figure 4. Initial view of liveworksheet web application

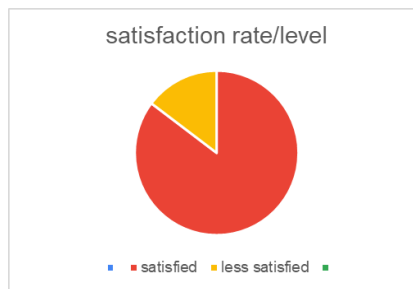


Figure 5. Students' level of satisfaction with the use of Liveworksheet Apps

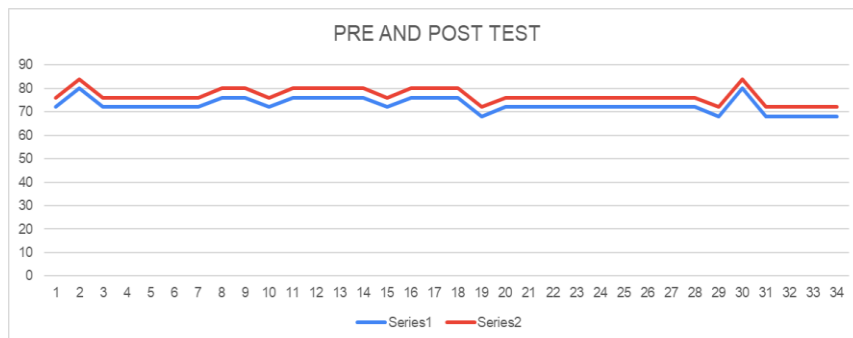


Figure 6. comparison of pre-test (P1) and post-test (P2) results

Although the above diagram data shows an increase in value, if you look at each child's score with a KKM value of 76, you get the following data:

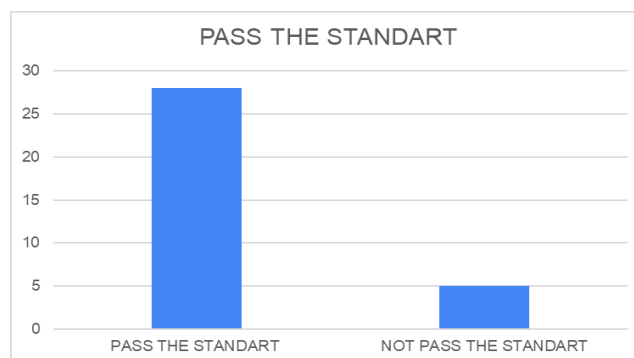


Figure 7. Number of children who passed the KKM or not

Figure 7 shows that in majority, the students passed the KKM (minimum passing grade) of the lesson.

3.2. Discussion

This classroom action research was carried out in the framework of the 2022 Pre-Service teacher professional program. Based on the series of classroom action research that researchers have conducted, it can be described as follows:

The first step taken by the researchers was to conduct student profiling. The researchers asked 20 questions covering the students' background, and the most important thing is the fundamental reason that makes them feel difficulty learning English. According to Figure 1, it can be explained that most of them feel difficulty speaking, but when traced deeper, the data is obtained that why they chose speaking skills as their lack of English because they feel that the core of English is speaking, so they feel they are fragile in these skills. However, without realizing it, when asked why speaking is difficult, they agreed to answer that they did not know the meaning. Then it can be concluded that their fundamental reason is the lack of vocabulary under the researcher's initial hypothesis. From the results of collaborative discussions with the field Supervising Teacher where the researcher conducted the research, the idea of using the Liveworksheet application as a learning medium was obtained.

Liveworksheet has four game features: drag-drop, multiple-choice filling, and matching. The one used by researchers is drag-drop. The working principle of Drag-drop in general, is to shift and place the answer or question requested according to the question request. The Liveworksheet application also provided a tutorial on how to use the application. With this consideration, we chose the Liveworksheet application. Usually, this Liveworksheet is used as LKPD media, but this time it is used as quiz media between lessons because the results or scores can be known or come out immediately after completing the quiz. This is also an innovation in terms of checking student answers. With this application, checking student answers will be more effective and efficient. In this case, it can be categorized as formative assessment media.

Presented 25 items for assessment needs at the pretest and post-test stages. In the pre and post-test assessment, the questions were formed into two different question models, namely in part A which was given five illustrated questions and boxes containing word choices that might be the right answer choice according to the picture. Moreover, part B was presented with 20 questions. 2 lines of words. The word on the top line is the profession's name in English; the bottom line is the meaning of the profession's name in Indonesian, which will be presented randomly. Random, which contains the name of the profession in English and presented the answer choice of the meaning of the name of the profession in Indonesian (Attached). Then the scoring formula is:

$$\text{number of correct scores} \times 4 = 100$$

From the data presented above, it is found that out of a total of 34 children in class 7H during the pretest, 11 children passed the minimum value of completeness or KKM. On average,

they get a score of 76, and two children have reached a score of 80. indeed, from the initial observations when they first entered the class introductions, Etc. These 11 children look superior and stand out. They no longer consider English a very foreign language. Indeed, they still consider English difficult but are eager to learn it. And the rest. Then the rest, namely 23 others, are still below the KKM.

However, after the treatment and post-test, the average score of the children increased. This is also directly proportional to the student satisfaction graph using the liveworksheet application. A study by Amalia and Listantyo (2021) also found that liveworksheet is motivating and efficient. On average, they claimed to be satisfied or happy to use the application. This perception should make teachers aware of the powers of motivation in English teaching-learning process. Darmanto (2020) revealed that motivation has a big power in language learning. However, there are six children who, although the graph has increased, still need to complete the KKM.

It is known that other factors affect these six children who cannot reach the KKM that has been determined, one of which is their motivation to learn at school. Thus, the critical point is not in English lessons alone but his willingness to go to school. Moreover, researchers consider that in this problem, it is necessary to involve other parties in helping solve it.

4. Conclusion

In conclusion, using this live worksheet application is very practical and facilitates the teacher's work in correcting and scoring for students. Furthermore, students also feel happy to use this application because this application assessment can be made exciting and fun. After all, it is made quiz model. However, it is recommended that teachers also look for other learning media after all variants of games in other liveworksheets web Apps have been implemented. Moreover, if it can be combined with offline-based so that students do not feel bored and do other physical activities.

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