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Interactive Liveworksheets: Enhancing Vocabulary for Upper Primary ESL Learners

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Abstract

Mastering vocabulary is one of the utmost essential skills needed for a second language learner. However, acquiring vocabulary has its own challenges as most students have perceptions that it is difficult and complicated. This perception is related to the degree of difficulties of the vocabulary component itself. Thus, implementing interactive liveworksheets could overcome this problem. Hence, the purpose of this research is to identify the effectiveness of learners' achievement and explore students' perceptions and attitude in acquiring the vocabulary via implementing interactive liveworksheets in English lesson. The outcomes of this paper would also assist teachers in innovating their teaching material from paper to paperless in order to help their students grab more vocabulary. The study is based on mixed method case study. There were 14 upper primary learners who took part in the study. The data were collected through pre and post-test, Likert scale questionnaires and classroom observation. The most significant finding identified in the study, implementation of interactive liveworksheets enhanced the meaning and spelling but not for correct use within context and different grammatical forms of words. Moreover, positive perceptions and attitude indicate the learners are comfortable, eager and willing to use interactive liveworksheets in English lessons as it boosts their confidence and motivation. Further studies are recommended to explore in depth on the effectiveness of interactive liveworksheets in enhancing the correct use of words within context and to diversify the learning materials including listening and speaking activity via interactive liveworksheets.

Keywords: Interactive Liveworksheets, Vocabulary, ESL, Upper Primary Pupils.

Introduction

Nowadays, English has become a crucial language to acquire. English is known as the world's lingua franca which is used to communicate by various people of different cultural and social background (Dewi, 2015 as cited in Moses and Mohamad, 2019). In addition, most technology access is provided in English especially in the era of the internet, with its capability to access information drives English language acquisition to become a necessity. This brings forward the undeniable importance of learning and acquiring the language. Maharaj (2017) added in an era with English being used everywhere and anywhere and knowledge is ruling in social context, adding and improving the stock of vocabulary is supreme. As a learner of a second language (L2), they ought to master all four language skills, listening, speaking, reading

and writing (Razali et al., 2019). One of the utmost essential components to ensure all four major skills acquire successfully is vocabulary learning. Surmanov and Azimova (2020) emphasized that it is a central and heart of language learning owing to the fact that its importance and usage of the vocabulary. However, acquiring vocabulary has its own challenges as most students have perceptions that it is difficult and complicated. This perception is related to the degree of difficulties of the vocabulary component itself. Most students said that it's hard to pronounce English words with the correct accent when they communicate using English as some words are really complicated and complex. Sometimes, they misspell the words which have similar sounds in English but actually different spelling. They also misspell words which have similar sounds to their first language when they listen to them and are confused whether the words can be used in spoken or written form (Rohmatillah, 2014). Besides that, motivation and attitude towards the learning process is affecting the product. Some students are teacher-centered and dependent on the teacher's effort in helping them broaden their number of vocabularies stored. They lacked self-confidence and interest (Sutrisna, 2019). Moreover, the importance of introducing and implementing systematic vocabulary teaching to ensure effectiveness of vocabulary mastery among teachers is still unclear. Some of them just let the students explore unfamiliar words and their meaning by themselves without any guidance as they think vocabulary is easy and simple to understand. They also believe the learning process can occur naturally (Coady & Huckin, 1997). Past studies specifically highlighted the effectiveness of using technology in teaching and learning Second Language Acquisition. This includes vocabulary teaching and learning, studies still in bloom and ongoing on various applications and software used to that purpose. Yet, study on effectiveness of using interactive liveworksheets on vocabulary acquisition has not been diversified. Hence, the purpose of this research is to identify the effectiveness of learners' achievement and explore students' perceptions in acquiring the vocabulary via interactive liveworksheets.

Research Objectives

- To investigate the effectiveness of interactive liveworksheets use in rural English Language Classroom in vocabulary mastery.
- To explore students' perceptions and attitude towards vocabulary learning via interactive liveworksheets.

Literature Review

Learning and acquiring one language means getting to know its vocabulary. In order to do that, learners need to top up their vocabulary stock from time to time, use and apply it in the proper way (Shamiyeva, 2018). Early 90s, Nation (1990 as cited in Maharaj, 2017) stated that a person is considered as competent in vocabulary when they are able to master eight aspects which are "...meaning, written form, spoken form, grammatical behaviour, collocations, register, associations, and frequency." Another view, Hornby (1995 as cited in Asyiah, 2017) mentioned that vocabulary can be defined as a list of words which people knew, used and recognized its meaning in written form or spoken language. Sitompul (2013) added, the list comes with its own combination for the target language for example list of English words that learners need to communicate and other uses of four major skills. Ur (1994: Brown, 2001: Richard, 1997 as cited in Rohmatillah, 2017) indicates words that we learn if we wish to master foreign language in terms of meaning, spelling, pronunciation, word association and semantic characteristics. Thus, vocabulary mastery indicates how much learners are able to

use appropriate vocabularies or words in daily conversation, writing, understand the meanings and identify grammatical rules (Thornbury, 2002). Therefore, knowing and understanding the foreign words enable students to have experience in enjoying daily's entertainment such as watching their favourite movies and listening to the music they love in foreign language (Rohmatillah, 2017). The importance of vocabulary mastery cannot be denied by educators as mentioned by Asyiah (2017), vocabulary mastery assists the development of students' language skills including their cognitive, affective and behaviour development. Students are able to communicate well in their daily conversation and good in writing as they have wide vocabularies and

understand every single word used. Tahir et.al (2020) significantly agree that students with less vocabulary are unable to read and understand the text they read comprehensively especially for the second language learners. They also have problems acquiring the language appropriately when their vocabularies are limited. The use of structures and function of extensive vocabularies may be interrupted.

Although vocabulary mastery is significantly highlighted by many researchers, it is not a simple process or journey for students to go through. Sometimes, they might feel less motivated, unpleasant and complicated along the way of the process (Maharaj, 2017). There are issues that arise due to the lack of confidence about how to start and what is the best practice in vocabulary learning for the students. Some of them have problems with correct pronunciations while the others have trouble in identifying grammatical forms for the words. There are also difficulties in spelling and knowing the exact meaning between its context and confusion of words which were conversational (Surmanov and Azimova, 2020). Moreover, it is not only about the degree of difficulties of the vocabulary component, though the students' perception and attitude towards vocabulary learning also affect the process of mastering the vocabulary. They have no interest in seeking the meaning of unknown words and let their ignorance remain as they think it is too difficult to learn. They only wait for the teachers to spill out the meaning, as a result the words are not long lasting in their memory (Sutrisna, 2019). In addition, Akin & Seferoglu (2004 as cited in Basoglu & Akdemir, 2010) identified that most students do not have the ability to encounter their difficulty of vocabulary learning in their own way as they are not exposed to the suitable technique and strategies of learning.

Different approaches used to deliver the content as more access to the different attractive software are available. This is no exception for English as a Second Language Learning. Either primary level, secondary or tertiary level students, most of them are exposed to a variety of creative approaches, the use of gadgets or videos and applications developed by teachers and educators (Kukulka-Hulme & Bull, 2008; Stockwell, 2018; Wang et. al., 2015). English as a Second Language Learning recently conducted via integration of technology, the effectuality has brought its popularity to the English teachers. Early 1960s, CALL was introduced and became popular among linguistic experts. CALL is mainly developed from three phases. First phase known as Behaviourist CALL. Repetition and drilling process are the keywords in each program's design. Less interaction and authentic communication were the limitations identified which bring CALL to the next phase that is Communicative CALL. In this stage, learners are introduced to personal computers in facilitating them in the learning process. Then, Integrative CALL was introduced in the early 1990s. The combination of multimedia elements for example text, audio and video gives an authentic social interaction in the learning process (Derakshan, 2015). Scholars Drent & Meelissen (2008) highlighted that CALL intensifies "...students' cooperation skill, communication skill, problem-solving skill and life-long learning ability."

Apart from that, Mobile Assisted Language Learning (MALL) is a combination of M-Learning and Computer Assisted Language Learning (CALL). MALL is technology developed to improve CALL's shortage as MALL are more user friendly, assisting students to share their thoughts through instant interaction (Brown, 2000 as cited in Afzali et. al., 2017). Moreover, teachers whose lack of skill on handling the computer now have no more worries to conduct language lessons as MALL are simpler and easier to explore. Suartama (2019) mentioned that MALL offers "...portability, mobility, social connectivity, context sensitivity and individual (Azimova, 2020). From a review study on MALL enhancing vocabulary learning, it revealed '... how researchers have made use of various tools and softwares to conduct their studies (e.g., HELLO application, Whatsapp application. SMS, MMS, LMS, researcher-made softwares etc.'" which lead to interactive learning processes (Afzali et. al., 2017). From the research done by Basoglu & Akdemir (2010), results show that the repertoire of students' vocabulary increased and the perceptions towards learning process changed. Ergo, they concluded that the use of both CALL and MALL for vocabulary learning is proven effective and shows positivity.

Moving on to the third millennium era, the new "screen generation" which Novikova (2020) define as a generation that depends on technology and global networks most of the time. Young people are attracted to the interactive high-tech modern devices, thus distracting the process of learning meaningfully manually. Consequently, education is also moving to interactive learning such as the changes of hard copy textbooks to interactive textbooks (Bikowski & Casal, 2018). On that account, interactive liveworksheets is one of the interactive tools that replacing the hard copy worksheets and become familiar to the ESL learners (Novikova, 2020). The use of interactive learning exposes learners to a high frequency of repetition, hence they were able to memorize the words subconsciously. Odinokaya et. al (2021) found that vocabulary learning is the one that doesn't miss out from this phenomenon. With an electronic educational environment, learners are able to optimize their communication in order to get the most beneficial effect in drilling vocabulary and store it in their long-term memory (Elistiyaningsih, 2021: Odinokaya et. al., 2021). Furthermore, Lilawati et. al (2021) highlighted that the purpose of interactive digital learning tools is deemedly increase the interest of learners to learn. Fannie & Rohati (2014:106) as cited in Elistiyaningsih (2021) agreed, it has a function to motivate learners in doing or completing the task assigned, encouraging them to keep trying even though sometimes the task is hard and complex.

Methodology

The research design used in this research is mixed method case study. It is a "procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem" (Creswell, 2012). Add on, this design integrates two types of data collected to gain better understanding of research problems rather than approach alone (Creswell, 2014). Meanwhile, case studies involve studying a "bounded system" or "phenomena" such as a school, community, organisation, and unique situations (Cohen et al., 2007 p. 253 & 85) as cited in Amara Yeoh Jo Ann (2017). The phenomenon studies is referring to the implementing interactive liveworksheets while the bounded system is referring to the school chosen in Gemencheh, Negeri Sembilan.

Sekolah Kebangsaan Rokan was selected as the research site for this research. This school was located in Desa Ulu Rokan, Gemencheh, Negeri Sembilan. It is a small school which is known as '*Sekolah Kurang Murid*' (SKM) school with an overall number of students for the

year 2021 is only 108 pupils and only one class per year. It is a national type school and English is taught as a second language. This school was chosen as a research site because English is considered one of the “killer subjects” for the pupils in the UPSR examination for 2017, 2018 and 2019. The percentage for passing the English paper is only 63.7%, 77.0% and 83.3% compared to the other subjects which achieved 100% passing. Same goes to the classroom-based assessment, none of year 4, 5 and year 6 pupils for the year 2020 achieved TP 6. Most fundamental factor towards the failure of achievement is lack of vocabulary. The participants for this research were selected by the researcher as purposive sampling. This selection depended on the

judgement and evaluation of research when participants were asked to participate. McCombes (2020) agree with (Creswell 2012 p. 206), purposive sampling assists the researcher gain intentionally information and details about one phenomenon especially for the population which is very small and specific.

The data collected throughout a number of steps taken along the research. Once permission was granted from a gatekeeper, pre-test take place. The test was conducted in an hour with 20 multiple choice questions containing three sections that are meaning, spelling and correct use of words, also different grammatical forms of words. Next, the implementation of interactive liveworksheets. 8 lessons conducted whereby the interactive liveworksheets used as exercises in the lesson delivery stage. Classroom observation took place while lessons occurred. Then, post-test and questionnaires were assigned to the pupils. The questionnaire was adapted from the previous studies (Nagy & Habok, 2018; Yunus et al., 2019) according to the need of the study. Descriptive analysis used to analyze the finding of both pre-test, post-test and questionnaires. Then, the analysis used to answer RQ1 and RQ2.

Findings

Based on table 1, there is an increment on mean values for post-tests. Mean before the intervention is 42.93% meanwhile mean score after the intervention is 75.36%. The difference percentage is 32.43%.

Table 1

Comparison of mean between pre-test and post-test

Sample	Mean (%)		Difference (%)
	Pre-test	Post-test	
14	42.93	75.36	+32.43

This is not an indicator to show whether there are significant changes in applying the intervention. The indicator is based on the significant value shown in table 2 based on the paired sample T test. The value is 0.002 which means less than 0.05. It shows that there are significant differences between mean scores for pre-test and post-test. The indicator notified us that the intervention, use of interactive liveworksheets increased the score of respondents.

Table 2

SPSS output for paired sample T test

	N	Correlation	Sig.
PRE TEST & POST TEST	14	.763	.002

Nevertheless, table 3 reveals the details of finding. From three sections highlighted in the test, the highest mean score difference is section 2, 35.71% with the questions focusing on spelling, followed by mean score difference for the section 1, 32.86%. Focus for this section is about the meaning of the words. The lowest mean score difference is section 3, whereby the focus is on correct context of use and different grammatical form of words. The difference in mean score between pre-test and post-test is only 10.72%. The increment for section 3 is much lesser than the other two.

Table 3

Comparison of mean score between Section 1,2 and 3.

Section	Mean score (%)		
	Pre-test	Post-test	Difference
1	47.14	80.00	+32.86
2	52.86	88.57	+35.71
3	29.29	40.01	+10.72

Furthermore, four Likert Scale questionnaires were employed. For section A, demography information was identified on age, gender and classroom-based assessment achievement. Meanwhile for section B, six items in the survey intended to identify student's perception towards English learning via interactive liveworksheets particularly on affective aspects. The items which attained the highest percentage are statements B4 and B5. With 64.3 %, respectively n=9 showed that the participants were interested in IT, hence they feel happy to use interactive liveworksheets. Based on table 4, statements B1-B5 are highly rated at scale of 4 except for the statements B6, most participants rate 'disagree' for the statements. Thus, the overall mean score is 2.93.

Table 4

Perception towards learning via Interactive liveworksheets(Affective)

No.	Statements	Disagree (%)	Partly Disagree (%)	Partly Agree (%)	Agree (%)	Mean score
B1.	Using a computer for learning is very important to me.	1 (7.14)	3 (21.4)	3 (21.4)	7 (50.0)	3.14
B2.	Using interactive liveworksheets for learning is very important to me.	1 (7.14)	2 (14.3)	3 (21.4)	8 (57.1)	3.29
B3.	Using a computer for learning makes me happy.	2 (14.3)	3 (21.4)	3 (21.4)	8 (57.1)	2.93
B4.	Using interactive liveworksheets for learning makes me happy.	0 (0)	1 (7.14)	4 (28.6)	9 (64.3)	3.57
B5.	I use interactive liveworksheets for learning because I'm very interested in IT.	1 (7.14)	1 (7.14)	3 (21.4)	9 (64.3)	3.43
B6.	It is a waste of time using interactive liveworksheets for learning.	11 (78.6)	3 (21.4)	0 (0)	0 (0)	1.21
Overall mean score						2.93

In addition, table 5 describes the findings for the perceptions towards English learning via interactive liveworksheets specifically on metacognitive. Statements B6, B7 and B10 indicate the highest percentage, 42.9% respectively n=6. The participants believed that interactive liveworksheets assisted them to improve their grades since they were able to focus more and understand much more easily than before. They also agree that they are able to use interactive liveworksheets effortlessly, hence most of them rated the statement B11 'disagree' on a scale 1. Total mean score on this factor is 2.82.

Table 5

Perception towards learning via Interactive liveworksheets(Metacognitive)

No.	Statements	Disagree (%)	Partly Disagree (%)	Partly Agree (%)	Agree (%)	Mean score
B6.	I can focus on learning more if I use interactive liveworksheets.	1 (7.14)	4 (28.6)	3 (21.4)	6 (42.9)	3.00
B7.	I can understand the material much more easily, if I use interactive liveworksheets	1 (7.14)	2 (14.3)	5 (35.7)	6 (42.9)	3.14
B8.	I can remember what I've learnt better if I use interactive liveworksheets.	2 (14.3)	3 (21.4)	4 (28.6)	5 (35.7)	2.86
B9.	Interactive liveworksheets make learning faster for me.	1 (7.14)	2 (14.3)	6 (42.9)	5 (35.7)	3.07
B10.	Interactive liveworksheets improve my grades.	1 (7.14)	4 (28.6)	3 (21.4)	6 (42.9)	3.00
B11.	It is complicated to use interactive liveworksheets.	7 (50.0)	3 (21.4)	3 (21.4)	1 (7.14)	1.86
Overall mean						2.82

Table 6 showed that of 10 participants,71.4% agree that they cannot learn without using interactive liveworksheets. The statement gained the highest mean score that is 3.57. Most significantly, they enjoyed the process of learning as half of the number of participants rated scale '1' on the statements B15. The total mean score is 2.73.

Table 6

Perception towards learning via Interactive liveworksheets(Behavior)

No.	Statements	Disagree (%)	Partly Disagree (%)	Partly Agree (%)	Agree (%)	Mean score
B12.	Interactive liveworksheets play an important role in my learning process.	3 (21.4)	0 (0)	4 (28.6)	7 (50.0)	3.07
B13.	I cannot learn without using interactive liveworksheets.	0 (0)	2 (14.3)	2 (14.3)	10 (71.4)	3.57
B14.	Interactive liveworksheets create a better atmosphere in the classroom.	3 (21.4)	3 (21.4)	3 (21.4)	5 (35.7)	2.71
B15.	I feel bored using interactive liveworksheets in learning English.	7 (50.0)	6 (42.9)	1 (7.14)	0 (0)	1.57
Overall mean score						2.73

Discussions***Effectiveness of interactive liveworksheets used in rural English Language Classroom in vocabulary mastery***

Being aware of the changing and development of learning process and tools used in the classroom, Novikova (2020) conducted English language lessons using interactive liveworksheets as it can turn traditional printed sheets to interactive online exercises with repetition and self-correction to assist vocabulary mastery. Due to that, this study investigates the effectiveness of interactive liveworksheets used in enhancing vocabulary knowledge in terms of meaning, spelling, also correct context of use and different grammatical form in rural areas in Negeri Sembilan. The significant findings found in the study is interactive liveworksheets are effective to enhance the meaning and spelling of the words as interactive liveworksheets allows students with the repetition process. They are able to repeat the exercises as much as they wish. Odinkaya et. al (2021) supported the statements, agreeing that repetition helps students to retain the vocabulary knowledge in their long term memory. Additionally, Nakata (2008) identified that interactive online tools are really efficient to ensure the meaning and spelling of the words can be remembered and stored well by the students. It is undeniable interactive liveworksheets is one of them based on the increasing value shown in the finding.

However, the effectiveness of correct use and different grammatical forms are still obscure. Only 10% of increment percentage between pre-test and post-test shown from the finding. It is lower than the increment value for the meaning and spelling of the words. Ergo, the result can be argued as it may be affected by complexity and the degree of difficulties itself. As can be observed, the participants were more comfortable to answer questions from

section 1 and 2 compared to section 3. The complexity caused by grammar linked to the words make them confused and unsure of the use of the words. The same statements also highlighted in previous study, the researcher mentioned that identifying the appropriate meaning within its context and additionally grammar associated with the words as one of the big issues in vocabulary mastery mentioned by (Thornburry, 2004; Rohmatillah 2014).

Explore students' perceptions and attitude towards vocabulary learning via interactive liveworksheets

Regarding the overall mean score shown in table 4, 5 and 6, it shows a positive result. Based on table 8, the interpretation mentioned by Pornel et. al., (2011) as cited in Pornel & Saldana (2013), the score is signified to relate the positive perceptions towards English learning via interactive liveworksheets.

Table 8

Proposed Interpretation Scheme of a 4-point Likert Scale measuring

Mean interval	Interpretation
3.50-4.00	Very positive
2.50-3.49	Positive
1.50-2.49	Negative
1.00-1.49	Very negative

Source: Pornel et. al (2011)

The environment of learning which stress free, enjoyable and comfortable are important in order to ensure students' mind set and attraction aengage to the learning process. Novikova (2020) agree that interactive liveworksheets is good for the students as it can motivate them to learn in good atmosphere. This is one of the factors that lead to help them acquire vocabulary effectively once they have positive perception from all three aspects which are affective, metacognitive and behaviour. . Interactive liveworksheets proven assisting the students to face this kind of difficulties as they mentioned about happiness while learning, able to focus and understand more and eager to use interactive liveworksheets along the journey of obtaining the knowledge. Such motivation is good to the learners and teachers as they are able to dig and find the correct way on how to boost up their learners' motivation. This contribution might change lots of perception out there. This is also supported by Asyiah (2017), who highlighted the importance of vocabulary to develop language skills including three aspects mentioned above. Another scholar, Maharaj (2017) warned that an unpleasant and complicated process of learning will lead to unpleasant results and unmotivated students. Interactive liveworksheets proven assisting the students to face this kind of difficulties as they mentioned about happiness while learning, able to focus and understand more and eager to use interactive liveworksheets along the journey of obtaining the knowledge. Even when the battle is a little bit hard to achieve, they have high motivation to complete it as Elistiyaningsih (2021) agreed that most of the students will keep trying and try hard with digital learning tools as they are interested in going for it. Therefore, this present research finding was expected and consistent with previous studies, one of which is by Afzali

et. al (2017), the spelling and meaning of the words improved and the perceptions changed. Apart from that, the finding is in line with the perception of CALL and MALL mentioned the usefulness of CALL and MALL are able to provide and ensure the positive feedback. Moreover, previous study supported the finding relating the CALL and MALL's usefulness with promoting independent learners (Drent & Meelissen, 2018). Students are willing to assess their learning as they can view their own score and redo the process. It's very good behaviour as it promotes long life learning and self-access learning. What is more important, the readers might use this finding as their foundation of transformation of paperless, interactive and motivating teaching strategy.

Conclusion

As an independent language user, wide and broad vocabulary is essential to acquire. Wider vocabulary is useful for the learners to communicate, read and write well. The process of acquiring the words knowledge in spite of difficulties, approaches, learning environment and also willingness of learning the words. With that, implementing the interactive liveworksheets confirmed its effectiveness in storing the meaning and spelling of the words in long term memory as it promotes the repetition process. Moreover, as interactive learning tools, it is effective in attracting the learners' motivation and turning their perception to always say that English is fun and enjoyable. However, the effectiveness of interactive liveworksheets still is unclear in enhancing and helping the learners to differentiate the use of the words in different situations when it's linked to the grammar item. Consequently, future studies are recommended to further identify the effectiveness on that matter. Add on, this study only implemented the reading and writing activity in interactive liveworksheets. To teach vocabulary, the educators could instill listening and speaking as well. On that account, educators are invited to continue the study to seek for the actual result. With this study, the information is hopeful to be beneficial and assist the educators in choosing and implementing interactive tools which are impactful.

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