



## Using Liveworksheet as an Outline Teaching Platform to Evaluate Students' Listening Skills

Siti Noor Aneeis Hashim<sup>1</sup>, Anita Kanestion<sup>2</sup>, Hanisah Bujal<sup>3</sup>, Abdul Halim Abdul Kadir<sup>4</sup>,  
Siti Mastura Baharudin<sup>5</sup>, Nur Amalina Faisal<sup>6</sup>, Haziah Sa'ari<sup>7</sup>, Gurmit Singh<sup>8</sup>

1922

<sup>1</sup>*Universiti Utara Malaysia, Kedah, Malaysia*

<sup>2</sup>*Kolej Matrikulasi Kedah, Malaysia*

<sup>3</sup>*Universiti Pendidikan Sultan Idris, Perak, Malaysia*

<sup>4</sup>*Universiti Putra Malaysia, Bintulu, Sarwak, Malaysia*

<sup>5</sup>*Universiti Sains Maalysia, Pulau Pinang, Malaysia*

<sup>6</sup>*Universiti Kebangsaan Malaysia, Selangor, Malaysia*

<sup>7</sup>*Universiti Teknologi MARA, Rembau, Negeri Sembilan, Malaysia*

<sup>8</sup>*Universiti Teknologi MARA, Malaysia*

### Abstract

This research used a liveworksheet platform to assess students' listening abilities and viewpoints. As a result of the COVID-19 epidemic affecting schools, we need appropriate media, particularly for listening skills, and one of the best venues is liveworksheets. As a result of Liveworksheet's numerous valuable features and its novel, interactive platform, online students are more engaged in assignments that need them to demonstrate their listening abilities. This research employs a quantitative approach, testing survey instruments via questionnaires. A total of 55 kids from Junior High School's 2nd grade participated in this research. Students' listening skills improved significantly after using liveworksheet, as shown by the results of the pre-and post-tests. Fifty-one percent of students strongly agree that listening lessons are essential, 45 percent strongly agree that the liveworksheet is an effective platform, 44 percent strongly agree that the platform needs to be maintained, 43 percent strongly agree that liveworksheets are the expected media, and 40 percent of students strongly agree that liveworksheets are easy to access media for listening skills. According to these findings, students' listening abilities improved as a consequence of using the liveworksheets platform.

**KEYWORDS:** students' point of view; liveworksheet; capacity to listen.

DOI Number: 10.14704/NQ.2022.20.12.NQ77167

NeuroQuantology2022;20(12): 1922-1931

### Introduction

The Covid-19 epidemic has profoundly affected many parts of life, particularly in the educational arena. During this epidemic,

learning takes to happen, but at a new location and with a different level of access to knowledge. In this home-based learning activity, students may access learning materials and resources quickly and



conveniently. Students should be able to get their hands on the materials they need for their studies even if they don't have much room at home. The transition from face-to-face learning at school to online learning is taking place. However, the flexibility of online learning in this confined area presents obstacles, one of which is the willingness of professors and students to work from home. It was noted that the facilities and infrastructure held by schools and students as a whole were not equipped to carry out online learning swiftly and accurately (Mishra et al., 2020).

However, the patience of the entire community, from teachers to students, is a significant factor in the success of online learning during the Covid-19 pandemic (Al-Okaily et al., 2020). In addition, online learning also needs to pay attention to the psychological condition of students while studying from home. In this case, the teacher is required to manage each component of learning well so that learning objectives can be implemented. In addition, other problems occur in online learning activities, such as network constraints, the availability of gadgets, and the current mastery of technology. In addition to creative and innovative methods and media. It is used to determine students' ability to understand the material and measure learning outcomes.

Teachers in today's online learning environment must focus on creating engaging activities for their pupils. To assist students in better dealing with their learning, teachers want to use internet information technology in the classroom to aid in teaching. Pay attention to the English language. Listening, speaking, reading, and writing is all abilities that must be mastered to acquire a new language. Listening, speaking, reading, and writing is essential parts of the learning process. Listening is the

first step to speaking. According to (Jia & Hew 2021), listening is the most important skill one can acquire while learning a language. Listening improves one's ability to write, read, and talk.

According to Ngo (2019), listening is an essential ability in language acquisition since it allows the listener to comprehend better and retain what they hear. To listen, one must differentiate sounds, recognize words and their meanings, and understand vocabulary, grammar, and intonation while concurrently evaluating the social and cultural context of the expressions heard (Vandergrift, 2012). For kids to learn to listen and comprehend well, practical approaches and procedures must be used. Online learning nowadays necessitates the use of technology to aid in this process. A critical evaluation of student learning outcomes requires using technology as a vital instrument in the teaching and learning process (Kim et al., 2021). This is because technology can be utilized to generate meaningful learning experiences. As a result, videos are often employed in online learning since students can absorb the information delivered through video more quickly.

(Saeadakhtar et al., 2021) offered participants with a listening training program that includes cooperative instruction and talks on the usage of apps and skills and steps for success. To meet particular learning objectives and goals, this method is employed. Online technological platforms make it simpler for students and instructors, particularly for parents who are less inclined to interact, help, share information, or assess student performance online learning. In this age of online education, advancements and distinctiveness of technology, such as programs and platforms that may pique students' interest in



the learning process, are essential. Students in junior high school may utilize a live worksheet as one of their learning tools. Web-based Liveworksheet offers alternative media for providing content in the form of live worksheets that can be viewed and replied to by students in this school who lack listening skills. Therefore they require appealing media to drive their listening ability. This platform's learning content is delivered via instructional videos and homework assignments. The collection of duties may be done on the same day or another day if there are hurdles on the designated day after studying the video that has been presented. As a result, students have easy access to the material if they need it again the following day or run into difficulties comprehending it. Students no longer have to print out conventional spreadsheets and build them offline, but they can still work on them online without having to worry about time limits or a lack of variety in the activities they may do.

It is a fact of life at this school that pupils' listening abilities are inadequate because of the delivery manner and media employed, which have yet to be verified by the poor listening scores. In this live worksheet, the author concentrates on teaching listening skills with video and audiovisuals. It is the purpose of this research to examine students' listening abilities while utilizing the liveworksheet platform. Therefore, this study is based on a survey with a test design tried on students. A study aims to get a sense of the general public's attitudes and views about a topic by asking students to fill out a questionnaire. However, this exam measured and evaluated students' listening abilities using a liveworksheet.

Students who are doing their homework at home might benefit from appropriate technology. In teaching and learning,

technology may be an effective instrument. The Liveworksheet platform may be utilized, according to (Strelan et al., 2020). That may be shown in that students respond passionately to questions on liveworksheets about known themes, such as describing a person or recalling a great experience. Students can return to a video lesson they didn't comprehend by visiting the platform's library of educational films at any time.

It was found that the use of live worksheets by instructors was more prevalent than the medium Google form, Zoom, Google meet, Kahoot, and so on. (Hussein & al., 2020) Online learning systems like liveworkseets.com, according to researchers, are just as successful as traditional classrooms when it comes to teaching and learning. Students may benefit from having the correct subject matter presented to them and having a realistic learning scenario, a clear understanding of their learning goals, and enough preparation. Students' eagerness to answer questions on well-known themes seen on liveworksheets, such as characterizing a person or recalling a special memory, suggests as much.

According to the findings of (Masrai & Milton 2018), the liveworksheet platform is being utilized to gauge students' preparedness to engage with and learn from the liveworksheet. Students at this online school have the opportunity to form and develop their personality features. Students don't want to be persuaded or coerced to learn. Thus this research doesn't represent a fear of making errors. Efficacy has also been shown in all aspects by encouraging students' communication abilities and, as a result, their acquisition of a second language. Despite this, there is one more influential component. There have also been some reasons to lower kids' stress levels and boost their self-esteem.



Liveworksheet, a platform that has been shown to improve students' engagement in listening exercises, is the focus of this study, examining how students perceive their forum usage. It is clear from the above studies that the liveworksheet was shown to be an excellent tool for improving student learning and comprehension of the subject matter. This is also a platform that is often utilized in school-based online education.

## Method

Students from a local junior high school participated in this quantitative study to see how they view utilizing the liveworksheet platform to improve their listening abilities. 55 2nd-grade children were studied, with 22 male students and 33 female students at Junior High School participating in the study. The researcher employed a questionnaire survey instrument (the efficacy, preservation, agreement, and ease of access) and a test conducted on students to get data on how students felt about utilizing the liveworksheet platform to improve their listening abilities. Data gathered from the responses of students to surveys was quantitative. This research used a Likert scale with four categories for its questionnaire (strongly agree, agree, disagree, and disagree). The questionnaire was also utilized to assess and examine the effect of using liveworksheets on students' listening abilities. The researcher created this questionnaire, and it has been validated for validity and reliability. Students were given exams to gauge their level of comprehension and progress in developing good listening skills, which the researchers used to bolster their findings. Using the liveworksheet platform, the test is produced and submitted.

A google form is used to gather data, as is a questionnaire administered at the beginning of the course to gauge students' starting

abilities, and a post-test issued after the class to measure how much the course content improved students' listening skills on the liveworksheet platform. An instrument is used to gather this data, which signifies that the method's name is used. A total of 16 questions are asked in the form of a questionnaire. Using SPSS 24.0, the researcher then verified the validity and reliability of each question before distributing the survey to students. Because of its adequate degree of internal consistency and high Cronbach Alpha Coefficients ( $r=0.616$ ) and ( $r=0.624$ ) discovered for the tests administered to students, the questionnaire's reliability has been validated. That indicates that these surveys and assessments may be utilized in research projects.

Using a questionnaire to collect data on student impressions of the platform's effectiveness in teaching listening skills allows researchers to collect data from a large number of people in a short period. All pupils who had taken examinations utilizing live worksheets while studying at home were then asked to fill out surveys. According to (Kamble et al., 2020), questionnaire surveys allow researchers to get to the bottom of a new phenomenon. Students may take a listening practice exam as part of the data collecting process as an additional benefit. Teachers use brainstorming to help students grasp what they're hearing by giving explanations and writing in the form of information presented.

Students may have an easier time memorizing and practicing the content if this method is used. Rather than relying on written instructions, the information on this website is delivered visually through instructional videos and practice questions. Students are tested seven times during three months of online learning sessions, done



once a week. The instructor then uses a pre-and post-test to examine the pupils' listening abilities as a benchmark. Students and instructors may also check their grades in real-time on this platform after collecting assignments.

Consequently, a 20-item survey is an excellent way to learn about students' experiences with utilizing live worksheets to balance test scores. The author evaluated and assessed the two instruments before they were disseminated to confirm the validity of the quantitative data collected by the devices. According to (Bauer & Scheim 2019), utilizing SPSS 24.0 software, all were considered valid and accurate for distribution to students. Data from online surveys were also processed and evaluated descriptively by Likert in response to students' views stated in percentages.

Table 1. Paired-Sample Evaluation

	Paired Dissimilarities					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PRETEST- 1 POSTTEST	-2.44423	.64304	.08917	-2.62325	-2.26521	-27.410	55	.001

Table 1 contains the test findings, which show a sig. (2-tailed) value of 0.01 0.05. It's safe to say that utilizing liveworksheets has a major impact on students' listening abilities, as seen by the huge difference in their test scores.

### Using a liveworksheet from a student's viewpoint

Liveworksheet, an online platform for self-assessment without self-correction, is accessible through cellphones and laptops, making it a convenient tool for classroom evaluation. In addition to the fact that instructors and students don't have to download and print out the exercises, this

## Finding and Discussion

### Student's listening comprehension

In addition to the questionnaire, scores from routinely administered assessments are required to determine whether or not students are succeeding in their studies. That may also be used as a benchmark to measure pupil comprehension gains. Students' listening abilities may be shown via creative and exciting media. Therefore, instructors and students may use this liveworksheet as an alternate learning method. Students are given a pre-and post-test to gauge their listening abilities on this platform by their instructor. The Paired Samples Test combined the pre-and post-test data, and the findings are summarized in the table below.



elements include multiple-choice responses, essays, short paragraphs, listening exercises, speaking exercises, adding YouTube links, and many other conveniences to use this platform to improve creativity in garnering interest in listening abilities ability.

Students' perceptions of how liveworksheets help them improve their listening abilities focus on this competence study. Using SPSS, the findings of the questionnaire tests issued to students are analyzed and

confirmed to be statistically average using SPSS. According to the results table, the Kolmogorov-Smirnov normalcy is shown. 0.57. To put it another way, a number greater than 0.05 may be seen as evidence that the data in question is, in fact, average. From the statistics above, it can be concluded that the questionnaire distribution to students will be as planned. As outlined below, six indications have been derived from the students' replies.

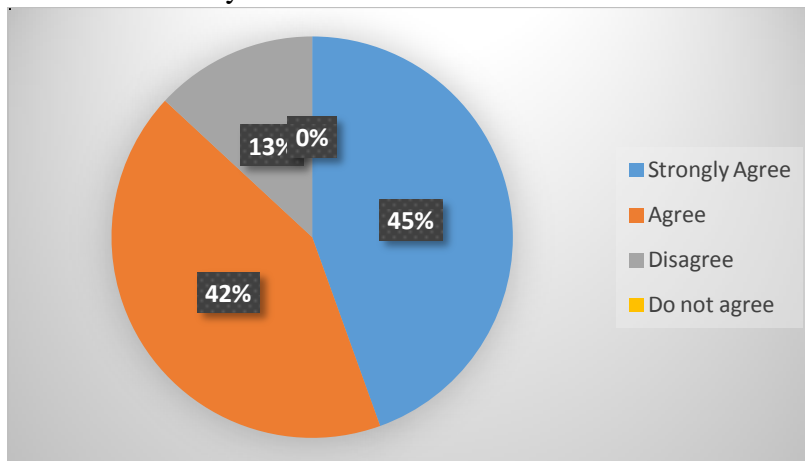


Figure 1. The liveworksheet utilized today in selecting this covid19 pandemic is, in your opinion, effective?

Students who study at home are more constrained in their online learning, particularly in terms of network and media limits, which substantially impact students' listening skills. Some 45 percent of Junior High School pupils surveyed strongly agreed with this statement, according to the study results.

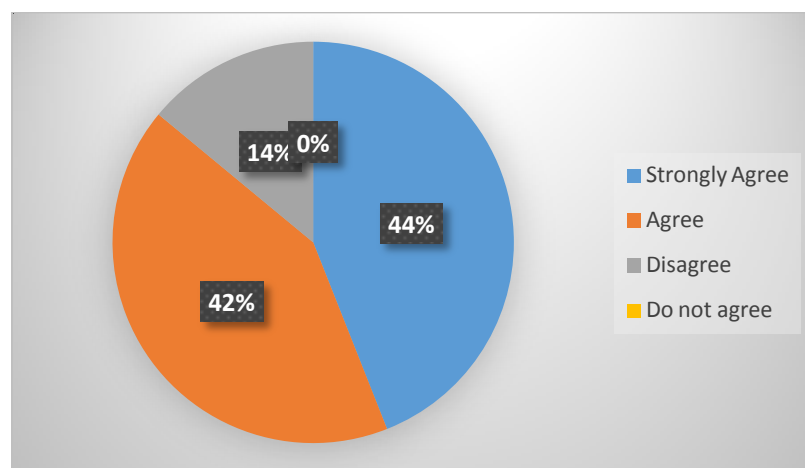


Figure 2. What do you think of preserving the present liveworksheet for future use?



Today's educational media have a massive effect on how lessons are taught and learned. As a result, media like this liveworksheet are popular among educators. Because of this, 44% of students firmly believe that the liveworksheet platform should be retained for listening comprehension.

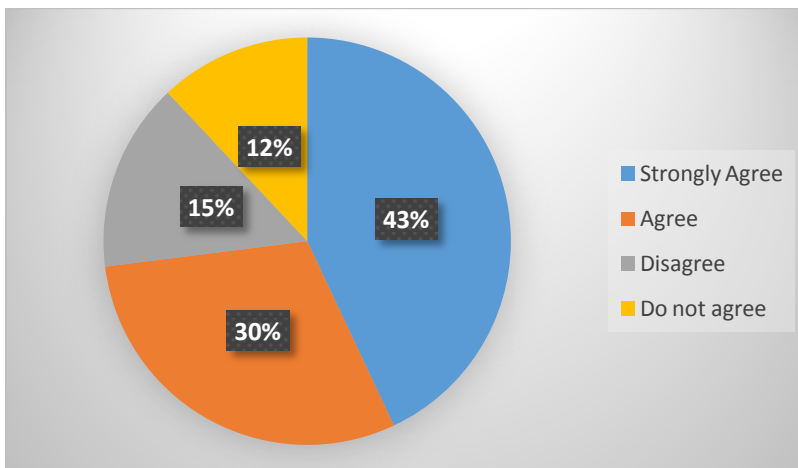


Figure 3. Is today's media being utilized in a way that is appropriate for the listening process?

Many students (up to 43 percent) highly agree with this assessment since the liveworksheet platform's simplicity gives them precisely what they want in terms of listening tools.

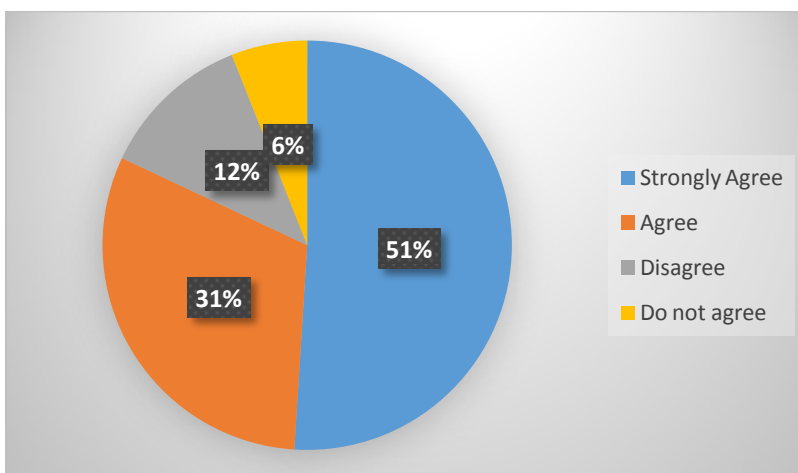
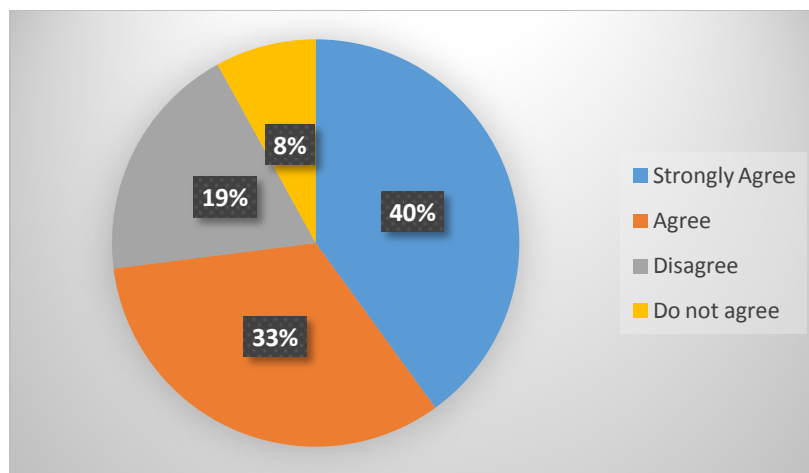


Figure 4. Isn't one of the most crucial life skills to master being able to listen?

Everyone, but particularly students, should learn to listen. That's because understanding and capturing information necessitates each activity. Students firmly believe that listening classes are necessary since listening is an essential skill to develop.





*Figure 5. Do you think that liveworksheets are challenging for listening learning purposes to grasp media?*

According to this survey, 40% of students strongly disagree that the live worksheet platform is challenging to comprehend. Students say their live worksheet provides simple access to be employed in listening skills.

There can be observed from this figure that the students' replies to a questionnaire on utilizing a platform for learning listening skills may help students with their listening skills ability. This platform is user-friendly. The liveworksheet was deemed a successful platform by the majority of pupils. As a result, most students disagreed that the liveworksheet is a challenging platform to comprehend in terms of listening skills. A majority (55%) of those polled believe that the liveworksheet platform may improve students' listening abilities because of the platform's appealing and innovative designs, which boost motivation and result in higher scores. Because of this, students agreed that the liveworksheets should be kept around to help them improve their listening abilities.

### Conclusion

When it comes to the covid19 epidemic, complex and exciting learning media are required that make it simpler for students and instructors to produce effective and

successful learning even in various locations, such as utilizing the liveworksheet platform. One of the features that may be used in conjunction with exercises in the same room is the liveworksheet's online platform, which can be accessed from any location and offers numerous features for quick access that can be tailored to the subject. Besides reading and writing, listening is a vital part of learning. Teachers may use this platform to establish learning goals and prepare to help students better comprehend the subject and improve their listening skills. The SPSS Paired Test results show a significant value of 0.01, indicating that pupils' listening abilities are vital.

Consequently, pre and post-test results from pupils reveal that their listening abilities

have been enhanced due to the program. According to a poll sent out to 55 participants, the platform's ease of use helped them improve their listening abilities. This implies that pupils will have no difficulty grasping the concepts and completing the assignments. All but one student said that the liveworksheet had improved their listening comprehension. The platform's effectiveness, simplicity of use, and ease of understanding have all been





cited by students as reasons for its continued usage throughout this epidemic. Liveworksheet is no exception. Today's children have easy access to media that help them develop strong listening skills, which are essential to their education. As a teaching tool, this platform is highly recommended for instructors, particularly in listening. According to the findings of this study, there were no drawbacks to utilizing liveworksheet since it may assist students in improving their listening abilities.

Before giving students an assignment, the researcher recommends showing them an overview of the content in a film, followed by a listening exercise. The researcher proposes making each activity appealing and unique to pique students' interest in learning and provide the best outcomes possible at each meeting.

## References

Al-Okaily, M., Alqudah, H., Matar, A., Lutfi, A., & Taamneh, A. (2020). Dataset on the Acceptance of e-learning System among Universities Students' under the COVID-19 Pandemic Conditions. *Data in brief*, 32, 106176.

<https://doi.org/10.1016/j.dib.2020.106176>

Suadi, S. (2021). STUDENTS' PERCEPTIONS OF THE USE OF ZOOM AND WHATSAPP IN ELT AMIDST COVID19 PANDEMIC. *SALEE: Study of Applied Linguistics and English Education*, 2(1), 51-64.

<https://doi.org/10.35961/salee.v2i01.212>

Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. *Educational Research Review*, 30, 100314.

<https://doi.org/10.1016/j.edurev.2020.100314>

Kim, D., Jung, E., Yoon, M., Chang, Y., Park, S., Kim, D., & Demir, F. (2021). Exploring the structural relationships between course design factors, learner commitment, self-directed learning, and intentions for further learning in a self-paced MOOC. *Computers & Education*, 166, 104171.

<https://doi.org/10.1016/j.compedu.2021.104171>

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012.

<https://doi.org/10.1016/j.ijedro.2020.100012>

Saeedakhtar, A., Haqju, R., & Rouhi, A. (2021). The impact of collaborative listening to podcasts on high school learners' listening comprehension and vocabulary learning. *System*, 101, 102588.

<https://doi.org/10.1016/j.system.2021.102588>

Ngo, N. (2019). Understanding the impact of listening strategy instruction on listening strategy use from a socio-cultural perspective. *System*, 81, 63-77.

<https://doi.org/10.1016/j.system.2019.01.002>

Masrai, A., & Milton, J. (2018). Measuring the contribution of academic and general vocabulary knowledge to learners' academic achievement. *Journal of English for Academic Purposes*, 31, 44-57.

<https://doi.org/10.1016/j.jeap.2017.12.006>

Jia, C., & Hew, K. F. (2021). Toward a set of design principles for decoding training: A systematic review of studies of English as a foreign/second language listening education. *Educational Research*



*Review*, 33, 100392.  
<https://doi.org/10.1016/j.edurev.2021.100392>

Bauer, G. R., & Scheim, A. I. (2019). Methods for analytic intercategory intersectionality in quantitative research: discrimination as a mediator of health inequalities. *Social Science & Medicine*, 226, 236-245.  
<https://doi.org/10.1016/j.socscimed.2018.12.015>

Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring undergraduate

students' attitudes towards emergency online learning during COVID-19: A case from the UAE. *Children and youth services review*, 119, 105699.  
<https://doi.org/10.1016/j.childyouth.2020.105699>

Kamble, S. S., Gunasekaran, A., & Gawankar, S. A. (2020). Achieving sustainable performance in a data-driven agriculture supply chain: A review for research and applications. *International Journal of Production Economics*, 219, 179-194.  
<https://doi.org/10.1016/j.ijpe.2019.05.022>

