

## The Use of Interactive Liveworksheet for Listening Skills in Grade XI SMA Negeri 1 Tumpang

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### Abstract

This study examines the implementation and student perceptions of *Liveworksheet*, an interactive web-based tool designed to enhance German listening skills among grade XI students at SMA Negeri 1 Tumpang. The research focuses on the theme *Kennenlernen* with subthemes *sich vorstellen* and *Zahlen*. Using a descriptive qualitative approach, data were collected from 30 students of class XI L during the odd semester of the 2024 academic year through observations and questionnaires. The findings indicate that *Liveworksheet* significantly enhances student engagement and comprehension, with most students reporting a more interactive and enjoyable learning experience. Observations further reveal that students benefit from the platform's immediate feedback feature, which facilitates self-assessment. However, challenges such as technical limitations and the need for teacher guidance were identified. These results highlight *Liveworksheet*'s potential as a flexible and engaging supplementary tool for language learning. Future research should explore its long-term impact on listening proficiency and investigate strategies for optimizing its integration into classroom instruction.

**Keywords:** *interactive worksheets, liveworksheet, german language, listening skills*

### Introduction

Evolving technology and information is bringing changes in different areas, one of which is teaching. Learning cannot be separated from the use of technology as it facilitates access to learning materials in different places and at different times (Zein & Musyarofah, 2024). The use of technology in education ensures relevance in today's world and facilitates student access to learning. The results emphasize how technologies like learning management systems (LMS), multimedia tools, virtual classrooms, mobile applications, and collaborative platforms not only facilitate effective language acquisition but also foster essential skills relevant to students' professional development" (Rachmawati & Irawan, 2024). The internet and electronic devices can be used in the classroom to support learning. Technology is making the traditional classroom a more dynamic and interactive classroom (Subroto et al., 2023). Teaching materials as a source of material in the classroom have also changed due to technological developments. Teaching materials are no longer limited to printed books, but are now often digital, which are more practical and interesting. Textbooks, exercise books,

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evaluations and student attendance are digitized and technology is used (Suryaningsih & Nurlita, 2021).

The use of instructional materials is necessary in learning as they contain important materials or information to be taught to students. Instructional materials used in the classroom consist of learning steps, lessons, exercises and evaluations that are important to support the learning process (Marhadi et al., 2023). There are mobile learning-based textbooks that use technologies such as computers or cell phones and are accessible via apps or websites (Hasanudin et al., 2021). The integration of different media in teaching materials enables interesting learning. Teaching materials that are available online provide students with a rich learning experience.

In addition to using textbooks as teaching materials, exercise books or worksheets are also used as supplementary materials when learning in the classroom. According to Rösler & Würffel (2014), in addition to textbooks, there are other supplementary materials such as CDs, films, audios, worksheets and exercises. Worksheets can be used to practise what has been learned and can be adapted by the teacher to the needs of the students. Widiyani & Pramudiani (2021) explain that worksheets or *Lembar Kerja Peserta Didik (LKPD)* contain tasks to be completed by students according to instructions. Teachers are expected to have the creativity to develop worksheets according to students' needs in order to support the learning process (Sobri et al., 2023). This development can be done through interactive worksheets so that students can practice independently anytime, anywhere. Transforming paper-based worksheets to interactive online worksheets makes lessons more engaging, can increase innovation and enhance student creativity (Herawati et al., 2016). Exercises in worksheets help students to understand the lesson and achieve the learning objectives (Zein & Musyarofah, 2024). Furthermore, the interactive features of worksheets provide students with the opportunity to directly engage and improve the students' learning process to be more effective and efficient (Nurrita, 2018).

However, not all schools use interactive worksheets for learning. Some schools still use traditional learning materials such as books and paper-based exercise sheets. In an interview with a German teacher at SMA Negeri 1 Tumpang, it was said that learning in the classroom needs media or supplementary materials to make learning more interesting for the students. For this reason, she recommends using different media or teaching materials in the classroom.

In addition, the researcher's experience in teaching assistance at SMA Negeri 1 Tumpang is that listening comprehension is the most difficult to train. This is because the necessary media in the schools are not able to support the learners. Speakers are needed for practicing, but not all classes have working speakers. Students need more flexible media with which they can practise listening comprehension.

One of the interactive worksheets for practicing listening comprehension is Liveworksheet. These worksheets can be opened via the page [www.liveworksheet.com](http://www.liveworksheet.com). There are several reasons for choosing this worksheet. Teachers can upload and edit their own materials to share with students as there are worksheet creation features. Students can view their scores immediately after answering the exercise questions and the correct or incorrect answers are displayed so that they can get direct feedback on their work. This makes the teacher's job easier as they do not have to correct the students' work individually. According to Lutfi et al. (2024), listening plays an important role in helping learners understand proper pronunciation and how to speak appropriately with others. Teachers can also upload audio files and use them as exercises to train students' listening comprehension.

There were several previous studies that were relevant to this investigation. The first study was conducted by Alvioniyati & Pujosusanto (2022) from Universitas Negeri Surabaya. This research uses a quantitative descriptive method with the main subject *Zeit* or time. The result of this study shows that learning with Liveworksheet in German with topic of time in class X MIPA 3 at SMAN 1 Taman is effective.

The second research was conducted by Hidayah & Asari (2022) from Universitas Muhammadiyah Gresik. This study used quantitative methods with subjects related to explaining a person or an impressive experience. The result of the research is that Liveworksheet can help students to listen as the medium is considered effective and easily accessible.

The third study is a research by Khoiroh & Indriwardhani (2022) from Universitas Negeri Malang. In this research, a descriptive qualitative method was used and the topic is introducing oneself and others. The results of this study show that the use of Liveworksheet is good for learning German in class X and get good responses from the students.

The fourth research is a study conducted by Yusuf & Ali (2022) from Universitas Negeri Makassar and University of Sindh. In this study, qualitative methods were used in an intensive listening comprehension course. The results of this study show that Liveworksheet can improve listening skills in English and independent learning with the help of Liveworksheet.

The fifth study is by Puji et al., (2023) from SDK 6 Penabur Bandung and IKIP Siliwangi. This study used the research and development method. The result of this study is that 86% of students evaluated Liveworksheet positively. Students who participate in learning seem more active and understand the lessons better.

The five previous studies show that there are similarities between the researcher's investigation and the five studies. The present study and the previous studies use similar interactive worksheets for learning, in particular, Liveworksheet. In addition, the skills trained with these worksheets are the same, specifically listening comprehension.

There are differences between this study and the five previous studies. In this study, the researcher used artificial intelligence (AI) to find dialog and monologue texts as well as audio sources. The AIs used are Narakeet, Speechgen.io and Kukarella to produce audio texts. The audio files from these three AIs can be downloaded and integrated into Liveworksheet so that students can do the exercises and listen to the audio files without having to open multiple pages or tabs. The researcher chose these three text-to-speech AIs because they produce natural sounds and offer German accent options. These technologies also make it possible to convert text to audio for free. Based on experience, Narakeet and Speechgen.io are better suited for the production of text-to-speech monologues, while Kukarella is better suited for the production of text-to-speech dialogues. Another reason for the use of AI is that the incorrect use of works, such as duplication and unauthorized use, is a copyright infringement (Gema, 2022). For this reason, the use of AI in research aims to avoid the misuse of sources that are protected by copyright and licenses. The use of AI in Liveworksheet is an innovation in this research. It can be said that this research has not yet been done and that it is worth doing. Moreover, Rahman et al. (2025) note that code-mixing or borrowing often occurs due to the absence of exact equivalents in the target language, making customizable AI-generated audio particularly useful for learner comprehension.

Listening comprehension involves listening carefully to what other people are saying. Tarigan (2015) explains that listening is the process of listening attentively to oral symbols and understanding them fully in order to comprehend orally transmitted information or messages. In German, there are three types of listening comprehension, they are global listening, selective listening and detailed listening (Rösler & Würffel, 2014). According to the book *Deutsch Lehren Lernen*, global listening is listening that is done casually in order to get an overview of the content, message or information of what is being heard. Selective listening is done with the aim of understanding only certain information. Detailed listening means listening carefully to an audio text in order to understand all details, contexts and information as well as possible. The type of listening practiced in this live worksheet is

selective listening because the audio file asks for specific information, such as name, origin, address and telephone number.

The topic of these interactive Liveworksheet is *sich vorstellen* or introduce oneself to others with the subtopic of *Zahlen* or number. This topic was chosen because it is adapted to the lessons of the students of class XI L at SMA Negeri 1 Tumpang in an odd semester with language level A1. Class XI L was selected on the recommendation of the German teacher at SMA Negeri 1 Tumpang. The purpose of this study is to describe the use of Liveworksheet and the students' responses after using Liveworksheet for listening comprehension in class XI of SMA Negeri 1 Tumpang.

## Method

This study used a descriptive qualitative method. *Qualitative data from observations were analyzed thematically by identifying patterns in student behavior and engagement.* This method was used in the study because the researcher described the phenomenon of using Liveworksheet in class XI in German lessons with words.

The data source is students of class XI L SMA Negeri 1 Tumpang in odd semester 2024 which amounted to 30 students and followed the learning process of German lessons. In qualitative research, the researcher is a human instrument and plays the main role in determining the focus of the research, collecting data, analyzing data, interpreting the data obtained, and drawing conclusions from the findings (Sugiyono, 2013). In addition, there are two other supporting instruments, namely an observation sheet to obtain data on the use of Liveworksheet and questionnaires to obtain data on the responses of Class XI after using Liveworksheet in listening comprehension.

The two observers completed the observation sheet according to the learning steps in the lesson plan. The questionnaire contains questions about the reaction of the class XI students when using Liveworksheet. The observation in this study was a participant observation in which the researcher was involved and participated in the learning activities. The study was also supported by observers who observed the use of Liveworksheet from the beginning to the end of the learning activities. The scale used in the observation form is a Guttman scale consisting of the Yes and No columns. The Guttman scale is a scale with two intervals such as "yes-no" or "true-false" (Sugiyono, 2013). Data collection was done through a questionnaire in which respondents were asked several questions to obtain students' responses after using Liveworksheet. The scale used in this questionnaire is a Likert scale to measure attitudes, opinions, or social group phenomena with responses consisting of SS (*Sangat Setuju*) or strongly agree, S (*Setuju*) or agree, TS (*Tidak Setuju*) or disagree, and STS (*Sangat Tidak Setuju*) or strongly disagree (Sugiyono, 2013).

The data collection was supported by two university students as observers who observed the learning activity using Liveworksheet. After data collection, the researcher analyzed the data using Miles and Huberman data analysis techniques. The data from the observation sheet and questionnaire are grouped and the relevant data are selected. The data is then presented in narrative form and finally conclusions are drawn from the activities carried out.

## Results

### The Use of Interactive Liveworksheet for Listening Skills in Grade XI SMA Negeri 1 Tumpang

The steps of the learning process were adapted from the lesson plan created by the researcher and consist of introduction, content and closing. The lesson plan and worksheets

used were consulted and approved by the German subject teacher at SMA Negeri 1 Tumpang. The data collection at SMA Negeri 1 Tumpang was conducted in two meetings or 150 minutes on Thursday, August 1, 2024 and Friday, August 2, 2024. The researcher was assisted by two observers in the data collection regarding the use of the interactive Liveworksheet. They are female university students, namely Bethany Claudine Abigail and Wilda Al Khusna Maulani, who are majoring in German Literature at Universitas Negeri Malang. The two observed the use of the interactive worksheets from the beginning to the end of the learning activities.

The introduction with a time frame of 15 minutes consists of: a) The teacher starts the lesson by greeting the students and asking how they are doing. b) The teacher takes attendance. c) The teacher shows a picture as a stimulus. Then continues with the content, which lasts 65 minutes, consists of:

- 1) Students identify the learning topics using the pictures shown.
- 2) Students collect as many sentences, vocabulary and information as possible from the explanations and the PowerPoint shown.
- 3) The teacher distributes the links to the Liveworksheet exercises to the students and explains how to do the exercises. The links of the interactive worksheets can be accessed via these two links: <https://www.liveworksheets.com/w/id/deutsch-als-fremdsprache/7736354> (*sich vorstellen*) and <https://www.liveworksheets.com/w/id/deutsch-als-fremdsprache/7736354> (*sich vorstellen und Zahlen*).
- 4) The students work on the exercises on the Liveworksheet.
- 5) The students submit the worksheets in order to receive points and evaluations of the completed exercises.
- 6) Students discuss the results of the work on the Liveworksheet in relation to material or questions that are not yet understood. The closing, which lasts 10 minutes, consists of: a) The teacher asks back what has been learned. b) The teacher ended the class.



Picture 1. Interactive Liveworksheet about *sich vorstellen*

From the results of the observation sheet, three steps of the learning activity can be identified, namely the introduction, content and closing. In the introduction, according to the two observers, the researcher started the learning by greeting the students and asking how they were doing, taking attendance and showing pictures that served as stimuli. The next step is the content. Both observers agreed that the students were able to identify the learning topic from the pictures shown and that they gathered as many sentences, vocabulary and information as possible from the teacher's explanations and the PowerPoint shown. Observer 1 mentioned that the students collect unknown and known expressions.

Observer 2 mentioned that some students ask questions about the difference between verbs and endings. The next step in this phase is for the teacher to distribute the Liveworksheet exercise link to the students and explain how to do the exercise. The students then complete the exercises on the Liveworksheet. In this phase, observer 1 wrote that the students were actively working on the exercises, but the sound heard from their smartphones was simultaneous. Observer 2 wrote that there were interactive elements that had errors when used, so the students needed the teacher's help. In the next step, both observers agreed that the students turned in the worksheets to get points and scores on the exercises done, and the students discussed the worksheets about the material or the questions they did not understand on the Liveworksheet. At the end of the learning activity phase, observers 1 and 2 noted that the teacher asked back what they had learned and closed the class with a greeting.

There are similarities and differences between the two observation sheets. The similarities are that the learning process with the interactive Liveworksheet runs smoothly and all students can follow the learning steps. The differences are that observer 1 made comments on the audio of the Liveworksheet in the introduction part of lesson steps. The audio of the Liveworksheet that the students listened to is simultaneous between one smartphone and the other. Observer 2 wrote down comments about students' questions and the interactive elements of the Liveworksheet. She noticed that some students asked questions about grammar and that some interactive elements did not work properly. From these results, it can be summarized that the use of the interactive Liveworksheet in learning is going well. However, there are problems with the audio and the interactive elements of the Liveworksheet.

### **Student Reactions after Using the Interactive Liveworksheet for Listening Skills in Grade XI SMA Negeri 1 Tumpang**

On August 2, 2024, the questionnaire was completed by 30 students of class XI L SMA Negeri 1 Tumpang. The questionnaire consists of 10 statements about the interactive Liveworksheet listening comprehension, materials and benefits of the worksheets used. The questionnaire contains several statements for students to record their responses after using Liveworksheet. The questionnaire contains the following items:

- 1) Liveworksheet has never been used in German lessons.
- 2) The teacher provides sufficient guidance for the use of Liveworksheet for listening skills.
- 3) The use of Liveworksheet helps to understand the lesson and to memorize the material easily.
- 4) The use of Liveworksheet makes it possible to practice listening skills in German.
- 5) Learning with Liveworksheet is fun and interactive.
- 6) Using Liveworksheet increased my motivation to learn German.
- 7) After using Liveworksheet, I am able to understand audio expressions in German.
- 8) Liveworksheet is easy to use.
- 9) Liveworksheet offers a variety of exercises to practice listening skills in German.
- 10) Liveworksheet is one of the options that can be used in German lessons.

For the first statement, more than half of the students in the class said that they had never used Liveworksheet in German lessons. For the second statement, most of the students agreed that the teacher provided sufficient guidance on the use of Liveworksheet for practicing listening comprehension. For the third statement regarding the teaching material, most of the students in class XI L fully agreed that the use of Liveworksheet made it easier to understand and memorize the teaching material about themselves. For the fourth

statement on listening comprehension, the majority of students agreed that using Liveworksheet facilitates practicing German listening comprehension. For the fifth question, more than half of the students in the class agreed that learning with Liveworksheet is fun and interactive. For the sixth statement about the benefits of worksheets, almost half of the students in the class agreed that they had more fun learning when using Liveworksheet. For the seventh statement on listening comprehension, almost all students agreed that they were able to understand audio expressions in German better after using Liveworksheet. For the eighth statement about the interactive worksheets, almost half of the students in the class agreed that the Liveworksheet was easy to use. The next statement relates to worksheets and listening comprehension. Almost all students agree that the Liveworksheet offers a variety of exercises to improve listening comprehension in German. For the last statement about the benefits of worksheets, almost all students agreed that Liveworksheet is an option that can be used in German lessons.

The students also made some comments on the interactive live worksheet. The majority of students commented that doing German exercise on Liveworksheet was fun, exciting and not boring. They also said that these worksheets are something new, that it motivates them to learn, that they understand the lessons faster and that they know some new German vocabulary and expressions. The worksheets offer interactive elements such as drag and drop, dropdown, connect with arrow, checkboxes and multiple choice, making the exercises feel like a game. In addition, students also wrote down some disadvantages of using these interactive worksheets. Almost all students noted that the audio on the worksheet was too fast to listen to, the language level was too difficult, some elements did not work properly when used, the sound was not loud enough and there were some distracting advertisements.

## Discussion

### The Use of Interactive Liveworksheet for Listening Skills in Grade XI SMA Negeri 1 Tumpang

The use of the interactive Liveworksheet to practice listening comprehension of Grade XI L students at SMA Negeri 1 Tumpang was successful as it can help students practice listening comprehension on the topic of introducing oneself or *sich vorstellen*. The audios can be used without additional media such as speakers, as audio and practice questions are integrated into the worksheets, which can be accessed anytime and anywhere. These worksheets not only make it easier for students to access the material, but also offer flexibility in the learning process. This finding is in line with a study that states that software applications make learning flexible as the material can be customized according to the students' wishes and learning styles (Putra & Pratama, 2023). Other research shows that it is important to integrate instructions, methods or learning models that are adapted to the learners' needs (Kayseroglu & Samur, 2018). Teachers do not need to print out sheets or papers. They only have to send the interactive Liveworksheet exercise link to students. The worksheet can also include work instructions for students to practice. Other research conducted by Susanti & Suripah (2021) also emphasizes easy access to learning media to make learning effective and efficient. Similar results were observed in the use of e-comics for German culture learning, where "the development of this e-comic is expected to train reading (*lesen*), and speaking (*sprechen*) skills" (Aini et al., 2025). Although different in format, both media offer structured support for improving language skills interactively. Liveworksheet also facilitates the work of teachers in grading student exercises. Students' answers are corrected immediately when they press "submit" and the score and correct answer is immediately visible. There is also the option to email the answer to the teacher so that teachers receive a copy of the student's work. Some of these results support independent learning in the classroom. Students do not have to send assignments to receive the teacher's answers or wait for instructions from the teacher to practice listening skills.



This finding is supported by other studies stating that web-based learning can support independent learning where students can take the initiative and organize their own lessons (Yusuf & Ali, 2022).

The color and size of the font used, the pictures shown and the audio on the worksheets can be clearly seen and heard. The interactive elements support the training of selective listening comprehension. Based on the listening comprehension guidelines of the Technical University of Dresden, the audio files must be listened to several times with pauses in order to obtain selective information and understand important details. The MP3 audio file on the worksheets can be listened to several times or played faster at certain parts that the students want. Teachers should give students enough time to listen to the audio file as many times as they need. After the exercise with the worksheets is finished, the teacher gives the students the opportunity to ask questions about the exercise they have done. Most of the students' questions are related to new vocabulary, correct spelling of German words and correct pronunciation. The Goethe-Institut suggests that listening exercises should always be followed by follow-up communication so that learners have the opportunity to share their impressions, questions or ideas in relation to the listening text (Goethe-Institut & Institute, 2024). The interactive elements of short answer, drag and drop, cross and multiple choice make it easier for learners to answer as they do not have to struggle with writing long answers. There is a theory that supports this, stating that multiple choice or simple fill-in options make it easier for novice learners not to have to formulate their own long answers (Goethe-Institut & Institute, 2024).

Although Liveworksheet has some advantages, there are some technical issues that need to be considered. There are advertisements that appear frequently while using Liveworksheet. These advertisements disturb the students while working on the exercises. They also disturb the students' concentration and learning comfort. The time that should actually be used to listen to and work on the questions is also used to close the advertisements. Even though Liveworksheet is free and can be shared or modified with students, the advertisements on this worksheet can interfere with listening and answering questions. Inaccessible images, graphics, and videos on web-based learning sites can annoy or frustrate students (Wasim et al., 2014).

There are also differences in the appearance of the worksheets on smartphones and laptops, so some interactive elements need to be slightly adapted. Teachers can explain how to use the interactive elements so that students are not confused during the exercises. Teachers can also ask students to bring headphones or earplugs to hear the sound better and prevent others in the class from listening in. This fact shows that while the interactive worksheets offer many benefits, the role of teachers is still necessary to ensure that students can use the platform effectively. This finding is in line with another study that shows that help from teachers or friends is still needed when using Liveworksheet because students are not familiar with the interface and features (Khoiroh & Indriwardhani, 2022).

#### **Student Reactions after Using the Interactive Liveworksheet for Listening Skills in Grade XI SMA Negeri 1 Tumpang**

Class XI L students said that the use of interactive Liveworksheets in learning are new and fun because they have never been used before. The interactive features of the worksheets create a learning experience that feels like playing a game on a smartphone. The variety of questions is different from the multiple choice or fill in the blank questions in the book. This variety of questions provides an interesting practice experience for students. This opinion is supported by Alvioniyati & Pujosusanto (2022) that the presence of interactive elements on the worksheet makes it look like a game, which increases student interest and participation. In addition, the use of attractive colors and images on the worksheets helps to increase students' attention and make the classroom exercises not feel boring. Teachers



can also customize the look or the exercise questions to suit the students' needs. Interactive elements and attractive images integrated into the learning process can increase student engagement and enthusiasm (Subroto et al., 2023).

It is important for language learning to understand what others say, because you have to listen first in order to communicate (Yıldırım & Karahan, 2023). Based on Common European Framework of Reference for Languages (CEFR), language learners at A1 or beginner level are expected to be able to understand simple forms of everyday expressions and simple sentences. Students in class XI L learn German at A1 or beginner level. Therefore, it is important that they are able to practice listening skills adapted to A1 topics. Based on the answers given by the students, Liveworksheet allows them to practice German listening skills and memorize the material more easily. Students can also learn to recognize accents in the German language, German names and the specific spelling of these names. For example, when students hear the word "*Frau Schmidt*", only a few students can spell this name correctly. This is because the students are not used to hearing and recognizing German names.

Other exercises that mention words such as "*neun*" or "*eins*" help pupils to understand German pronunciation. Pupils learn how to pronounce "eu" and "ei" in German. In the exercise on numbers, students can practice understanding German numbers and remembering that they are more complicated than Indonesian numbers. Mentioning numbers in German, saying the back number first and then the front number, requires the students' full concentration and attention. However, the students feel happy and satisfied when they can name the German numbers correctly.

Through the listening exercises, pupils learn new vocabulary in German. The use of Liveworksheets fits in with the additional material in the book *Deutsch Lehren Lernen*, which contains linguistic phenomena such as pronunciation and offers independent exercises. Students can also better understand simple German expressions with the theme of getting to know each other. There are findings from other studies that support this by explaining that one of the results of using web-based textbooks is that students can learn and memorize new vocabulary (Yıldırım & Karahan, 2023).

While these findings highlight the benefits of *Liveworksheet*, it is also important to acknowledge the limitations of this study to ensure a balanced interpretation of the results. First, the study was conducted in a single school with a limited sample size (30 students from class XI L), which may not fully represent the broader population of high school students learning German. Second, as a qualitative study, the findings are based on subjective observations and self-reported student perceptions, which may introduce potential bias. Future research could incorporate a quantitative approach to measure the effectiveness of *Liveworksheet* with statistical comparisons. Additionally, the study did not assess long-term retention of listening skills, which could be an important factor in evaluating the tool's overall impact. Addressing these limitations in future studies will help provide a more comprehensive understanding of *Liveworksheet*'s role in language learning.

## Conclusion

The use of the interactive Liveworksheet for listening comprehension in grade XI SMA Negeri 1 Tumpang was well implemented in accordance with the steps of the lesson plan. Some benefits of Liveworksheet that support classroom learning are its built-in audio feature, ease of use, sharing links to the worksheets, and instantly visible student marks and answers. These features not only facilitate interactive learning, but also help teachers to customize the worksheets to the students' needs and language level. In addition, students give positive reactions to the use of these worksheets. Listening exercises with Liveworksheet are something new, fun and not boring. By using these worksheets, students

feel supported in understanding the lesson material. Therefore, Liveworksheet can be used as an option for practicing listening comprehension.

However, some limitations should be acknowledged. Technical issues, such as advertisements and inconsistencies in worksheet display across different devices, were noted as challenges that could disrupt the learning experience. Additionally, while *Liveworksheet* promotes independent learning, teacher guidance remains essential to ensure students effectively navigate the platform and maximize its benefits.

Given these findings, educators are encouraged to integrate *Liveworksheet* alongside traditional teaching methods to create a more balanced learning experience. Schools may also consider providing technical support or ad-free versions of the platform to enhance usability. Future research should explore the long-term impact of *Liveworksheet* on listening skill retention and its effectiveness at different proficiency levels. Expanding the study to diverse educational settings, such as online learning environments or multilingual classrooms, would also provide deeper insights into its broader applications in language education.

### Recommendations

There were some weak points that need to be improved so that these worksheets can be better used in other studies. Some interactive elements sometimes do not work properly and there are advertisements that interfere with the use of the worksheets. For this reason, teachers or researchers can prevent this problem by making sure that all interactive elements work before sending the worksheets to students. If teachers want students to be able to use the Liveworksheet without advertisements, they can pay a subscription of 7 USD per month. The researcher also suggested adapting the difficulty level of the questions and the pace of the audio to the language level of the students.

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