Live Worksheets Impact: Unveiling Junior High Students' Perception and Reading Achievement Nexus

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Abstract. This study aims to determine the correlation between students' perceptions of Live Worksheets and their reading achievement in a private school in Sidoarjo. In this study, the researchers used the correlation research method. For data collection, the researchers used a Likert scale questionnaire, and the learning outcomes of students' reading achievement were taken from their daily reading test scores. The research population taken was class VIII. The research sample taken consisted of 44 students from 2 classes, namely classes VIII A and VIII B. The study's questionnaire was developed as a consequence of earlier research and has been approved by specialists. SPSS version 26 was used to analyze the survey's results. The Pearson product-moment test was employed by the researchers to determine the correlation results between the two variables. As a result, the researchers concluded that there is a relationship between students' perceptions of student worksheets and reading achievement. Based on the results of the correlation test, if the R-count is greater than the R-table, the result is a significant correlation. Therefore, the relationship between students' perceptions of student worksheets and students' reading achievement factors is positively related, with a strong correlation coefficient of 0.829. Therefore, it can be interpreted that the average student's perception of live worksheets with high interest tends to be high, and their reading scores tend to be high. Conversely, students' perceptions of live worksheets with low interest as learning media tend to be low, and their reading scores tend to be low. This research implies that it is necessary for schools and teachers to modify their live worksheets to make students more attractive, which can motivate students to learn English, especially reading skills.

Keywords: Students perception, live worksheet media, reading achievement, junior high school

1 Introduction

Generation Z can also be called the "Internet generation" or "iGeneration". They are always connected to the virtual world. They can do whatever they want easily and quickly with the help of sophisticated technological tools that exist in today's increasingly sophisticated era [1]. Almost everyone already has gadgets, from small children to the elderly, so we automatically use technology and the virtual world more often in our daily lives [2]. In addition, the world of education also uses advanced technology. The world of education has known English for a long time because it is considered an international language. Learning English is a necessity in the Z generation era because a lot of technology is used in English, and inevitably we have to learn English [3]. Some people can learn foreign languages easily while others cannot [4]. Several achievements must be practiced and learned. Such as listening, speaking, reading, and writing

[5]. These are all basic achievements in learning English as a foreign language in junior high school. But in Indonesia, their reading habits in English are considered much lower than in Indonesian. Therefore, in Indonesia, English literacy must be taught so that students start to get used to reading English [6].

According to previous study, reading is the process of comprehending, obtaining, and capturing the contents of what the reader reads [7]. According to Walter, who writes in his book, "reading is what the reader does to get the meaning he needs from textual sources" [8]. Bond and Wagner "The process that requires the author's meaning to be interpreted, analyzed, and have an impact on that meaning" is used to define reading [9]. Furthermore, et. Al interpreting and deriving the meaning of printed or written materials is one way to define reading [10]. Rahman stated that reading style is determined by the purpose of reading, which can be divided into two categories [11]. The first is intensive reading, these activities tend to put more emphasis on rigorous activities that involve reading for details. It is used to gain in-depth reading skills. Here, scanning is more common than skimming; the reader seeks to take in all the information offered, such as by reading prescription dosing directions. Both types of extensive reading, usually for their enjoyment, engage the reader with the larger text as a whole, which requires the ability to understand the individual components and how they contribute to the meaning of the whole. This is a fluency exercise that primarily requires global understanding. For example, reading books, short stories, essays, or newspapers

In this study, researchers tend to use intensive reading because it is considered very effective by using shorter and more detailed reading texts to obtain in-depth student reading results. So in skimming, the reader asks himself what is meant in the book. He skimmed through the material quickly, paying attention to the title, the beginning and the end, and the first sentence of each paragraph. The reader must determine whether the paragraph contains the information he is looking for, and if so, he must determine where that information is located. He also had to move his eyes more or less quickly across sentences to find certain items.

Reading is considered an important foreign language skill. This is in line with what Maddox said: "Reading is the most important skill in learning" [12]. Researchers agree that reading can contribute to the acquisition of contextual vocabulary [13]. According to Gallop, the process of understanding written text is called reading [14]. As stated by Setiyadi, being able to read, understand concepts, and understand literature written in English is one of the goals of teaching English to Indonesians as a foreign language [15]. To achieve this goal, students need media that supports learning English, one of which is a live worksheet. According to Ozturk, considering that learning to read is a necessity for learning English, Live Worksheets can be an innovation at the evaluation stage [16].

A Live Worksheet is one of the learning media that can be used in education. Live Worksheet itself is an online platform for creating e-worksheets or student activity sheets, which are often referred to as LKPD *(lembar kerja peserta didik)* [17]. This Live Worksheet allows teachers to change conventional LKPD into interactive online LKPD with great care, and scores are entered automatically. The most needed teaching materials are Live Worksheets used by teachers and students in the LKPD online learning process [18]. Live Worksheet was chosen as the evaluation media because this application can be accessed for free and is easy to use by all people. This media can also facilitate the teacher's work in giving or researching answers from students. For multiple-choice and short-fill questions, Live Worksheet can study answers automatically. Students can also immediately find out the value of learning outcomes after working on the questions in the Live Worksheet. In the Live Worksheet application, we can display learning materials or learning questions that are embodied in videos, pictures, or other interesting symbols that motivate students to learn and can also attract students' attention. The use of Live

Worksheet media has features that can change the question sheet to be more interesting so that teachers can increase their creativity and support student learning interests [19]. The use of technology in evaluation activities is, of course, very beneficial for both teachers and students because they can carry out evaluations without having to be present in person at school [20]. During the exam, the teacher can see the score without having to check the answer sheets manually one by one. One of the media that can be used to learn to read English is Live Worksheet technology [21].

Live Worksheets are very important for learning media that has been carried out by teachers in today's modern era, where everything is already using technology. With a live worksheet, students can learn to read easily and interestingly. Consider what happens when students are presented with text and have to read the text in their student handbook compared to students who are presented with the same text and read it through the Live Worksheet media. Of course, we can see from these two differences that students tend to choose to use Live Worksheet media to support reading learning achievement because Generation Z now spends more time with gadgets, and more profitable if they play gadgets while studying [22]. One of them is by sharpening students' low interest in reading. By using the Live Worksheet, students have been more interested in the text on the gadget. Not only that, with the Live Worksheet, we can not only hone our reading interest skills, but after reading the text in the Live Worksheet, we can also fill in the questions according to what has just been read, so that students are more thorough in their reading, which certainly not make students feel bored [23]. The use of Live Worksheets can also benefit teachers by simplifying and narrowing space and time so that learning becomes more effective. In addition, it can be an interesting tool when students' interest in reading decreases.

Live Worksheets and reading cannot be separated because they are interrelated and also useful for students and teachers. As the author explained earlier, by owning and mastering the Live Worksheet, the teacher automatically knows the results of student scores without having to correct them individually [24]. This can also help avoid mistakes in evaluating students reading achievement evaluations. One reason many children find reading difficult in some subjects is due to students' lack of interest in reading. Even though reading is the most important thing in mastering any subject matter, when reading a book, feel very bored because of the uninteresting book factor, so students do not continue reading and do not understand what the author conveys in the text [25]. Using the Live Worksheet media make us feel happy and not bored. Again, because the teacher can make animations according to the text that was read by students and make students interested in reading.

Similar to the research conducted by Zulaiha with the title: "Profile of Students' Critical Thinking Skills in the Use of Worksheets and Problem Sheets Using Multiple Representation Mode" [26]. The results of data processing show that the developed LKS *(lembar kerja siswa)* and LKS *(lembar kerja siswa)* are effective for honing students' analytical skills in the moderate improvement category. Research conducted by S. Wahyuni, et. al with the title: "Development of an E-Student Worksheet on Environmental Pollution to Improve Critical Thinking Skills for Junior High School Students" [27]. The research findings show that the validity score of 94% of LKS E-student is a very good indicator of validity. With a score of 92%, the implementation of learning shows a very high standard. Student responses have good criteria, with a value of 77.3%, and learning effectiveness has an effective criterion, with an average N value of 0.70.

From initial observations, researchers found that in one of the Islamic private junior high schools, the Live Worksheet had been used to teach reading by the teacher, and the student's responses to using Live LKS were very enthusiastic and happy. In addition, by using the Live Worksheet, teachers in junior high schools can see the progress of students' reading achievement

increasing because there are lots of pictures that make students excited to read. It can be seen that the use of Live Worksheet learning media is more effective in these schools compared to using conventional learning media [28]. Therefore, the use of these media in the educational process has a positive impact on student learning outcomes. The application of technology in education has an effect that makes students feel happy and motivated to do learning tasks compared to conventional learning processes. This study formulates the study question of whether there is a correlation between the Live Worksheet and the reading achievement of 8th-grade students at SMP Muhammadiyah 10 Sidoarjo.

2   Research Methods

Correlational research was used in this study by the researchers. In quantitative research, correlational design is a technique where the researchers use correlational analysis to determine the degree of association (or relationships) between two or more variables. The researchers used a quantitative approach by using a questionnaire and post-test scores to collect the data. The researchers intended to find out that there is a perceived correlation between Live worksheets and students' reading interest and achievement. Researchers used a quantitative descriptive approach. This research has been conducted at SMP Muhammadiyah 10 Sidoarjo using a total of 44 students, consisting of classes VIII A and VIII B, as subjects in the class. The number of participants in each class, VIII A, is 26 students, and in class VIII B, it is 18 students. And by using two English teachers who gave grades to all students in class VIII SMP.

The research participants were the eighth-grade students of SMPN 10 Muhammadiyah Sidoarjo. The researchers chose this school because it used live worksheet learning media. And during the pre-observation, The Live Worksheet and the students' reading interest achievement were being compared by the researchers to see if there was a relationship. This study used primary data because the data source for this research was obtained directly through questionnaires and test results. The data source in this study was the correlation between the use of Live Worksheets and students' reading achievement.

This type of research involves a questionnaire and test results. The questionnaire was adapted from Maor and validated by the validators before the researchers gave it to the students [29]. Then, to get the data on reading achievement, the researchers took the data on students learning outcomes from their daily reading test scores. Then, the researchers analyzed the data to determine the correlation between students' perception of the Live worksheet and their reading achievement in English class by using SPSS version 26 with the Pearson product-moment test for correlation. Pearson correlation analysis, also known as product Moment correlation, is an analysis to measure the closeness of a linear relationship between two.

3   Results and Discussion

In this study, the results of student perceptions from the Live Worksheet were taken from a questionnaire in the form of a graph as shown below:

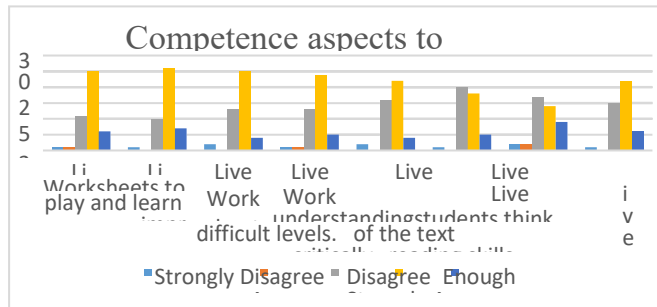### 3.1 Students perception of live worksheets

Fig. 1. Competence aspects to capture the contents of the reading

From the graph 1 in the first question of the Live Worksheet can be used to play and learn with students strongly disagree 6%, students disagree 1%, students enough 1%, students agree 25%, and students strongly agree 6%. The second question of the Live Worksheet increased my reading scores with students strongly disagree 1%, students disagree 0%, students enough 10%, students agree 26%, and students strongly agree 6%. The third question of the Live Worksheet starts reading skills from easy to difficult levels with students strongly disagree 2%, students disagree 0%, students enough 14%, students agree 25%, and students strongly agree 4%. The fourth question of the Live Worksheet makes students better understand the contents of the text read with students strongly disagree 1%, students disagree 1%, students enough 14%, students agree 24%, and students strongly agree 5%. The fifth question of the Live Worksheet makes it easier for students to think critically with students strongly disagree 2%, students disagree 0%, students enough 16%, students agree 22%, and students strongly agree 4%. The sixth question of the Live Worksheet makes students enjoy learning to read with students strongly disagreeing 1%, students disagree 0%, students enough 20%, students agree 18%, and students strongly agree 5%. The seventh question of the Live Worksheet makes students enthusiastic about learning with students strongly disagree 2%, students disagree 2%, students enough 17%, students agree 14%, and students strongly agree 9%. The eighth question of the Live Worksheet can make learning reading skills easy with students strongly disagree 1%, students disagree 0%, students enough 15%, students agree 22%, and students strongly agree 6%.
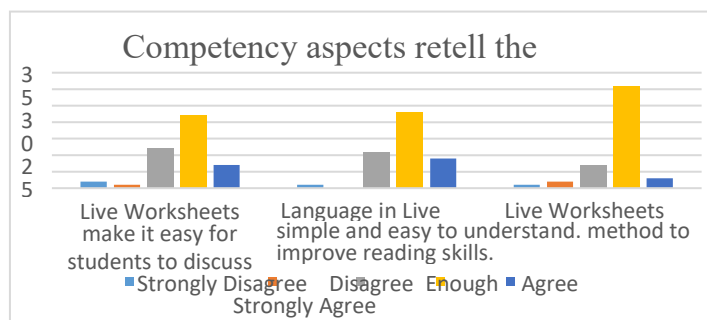

Fig. 2. Competency aspects retell the contents of the reading

From the graph 2 in the first question of the Live Worksheet make it easier for students to discuss with friends about reading texts with students strongly disagree 2%, students disagree 1%, students enough 12%, students agree 22%, and students strongly agree 7%. The second question in Live Worksheet language is simple and easy to understand with students strongly disagree 1%, students disagree 0%, students enough 11%, students agree 23%, and students strongly agree 9%. The third question of the Live Worksheet is the most effective method for improving reading skills with students strongly disagree 1%, students disagree 2%, students enough 7%, students agree 31%, and students strongly agree 4%.
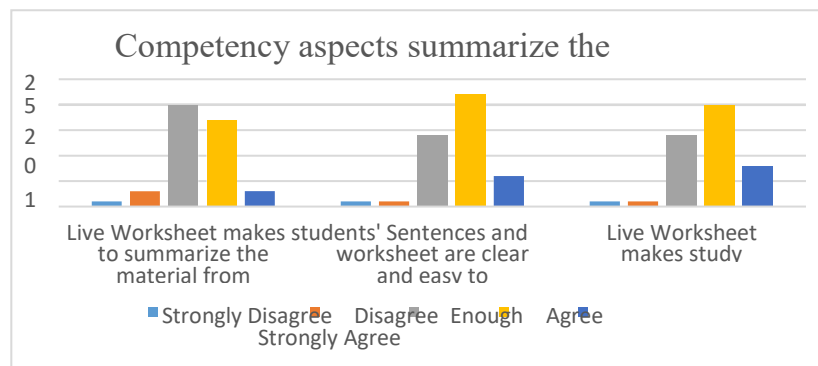

Fig. 3. Competency aspects summarize the contents of the reading

From the graph 3 in the first question, Live Worksheet makes students summarize their own material from reading texts with students strongly disagree 1%, students disagree 4%, students enough 20%, students agree 17%, and students strongly agree 4%. The second question, the sentences and paragraphs of the Live worksheet are clear and easy to understand with students strongly disagree 1%, students disagree 1%, students enough 14%, students agree 22%, and students strongly agree 6%. The third question of the Live Worksheet makes student learning more sequential with students strongly disagree 1%, students disagree 1%, students enough 14%, students agree 20%, and students strongly agree 7%.
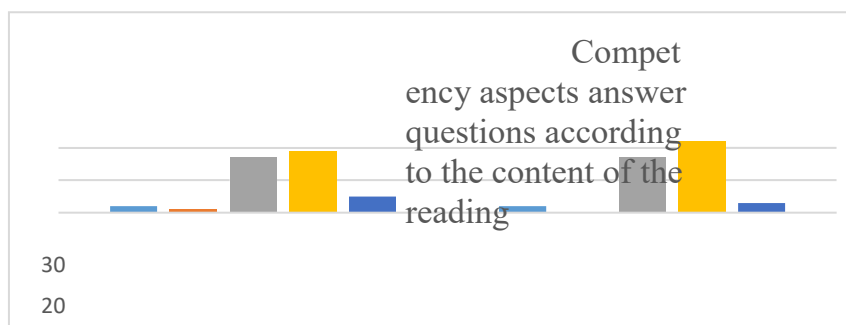

Fig. 4. Competency aspects answer questions according to the content of the reading

From the graph 4 in the first question, Using a Live Worksheet makes students want to know many things about reading material with students strongly disagree 1%, students disagree 1%, students enough 18%, students agree 19%, and students strongly agree 8%. The second question of the Live Worksheet greatly influences the process of students' reading skills with students strongly disagree 1%, students disagree 0%, students enough 18%, students agree 21%, and students strongly agree 4%.
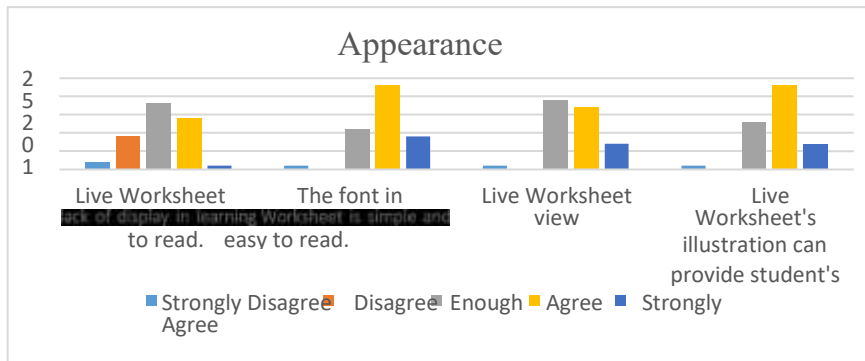

Fig. 5. Appearance aspect

From the graph 5 in the first question, Live Worksheet has a lack of display in learning to read with students strongly disagree 2%, students disagree 9%, students enough 18%, students agree 14%, and students strongly agree 1 %. The second letter questions in the Live Worksheet are simple and easy to read with students strongly disagree 1%, students disagree 0%, students enough 11%, students agree 23%, and students strongly agree 9%. The third question, the appearance of the Live Worksheet is interesting with students strongly disagree 1%, students disagree 0%, students enough 19%, students agree 17%, and students strongly agree 7%. The fourth question of the Live Worksheet illustration can motivate students to study the material with students strongly disagree 1%, students disagree 0%, students enough 13%, students agree 24%, and students strongly agree 7%.

3.2 Students reading achievement

Table 1. Reading achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90-100	14	31.8	31.8	31.8
	70-89	23	52.3	52.3	84.1
	60-69	6	13.6	13.6	97.7
	0-59	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

Based on the table 6 above, we can see that the results of students' reading achievement show that 14 students (31.8%) are in the very good category, 23 students (52.3%) are in the good category, 6 students (13.6%) are in the bad category. sufficient, 1 student (2.3%) belongs to the low category.

3.3 The correlation between students' perception of live worksheets and reading archievement

Table 2. The result of Correlation Perception of the Live Worksheet and Reading achievement.

		Quesioner Live Worksheet	Reading Acvievement
Quesioner Live Worksheet	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	44	44
Reading Acvievement	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	44	44

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 7 above, we can see that the significance value between the Live Worksheet Students' Perception of Live Worksheet and Reading achievement relationship is 0.000. Because the significant level is less than 0.5 or (0.000<0.05). This means that the alternative hypothesis (ha) is accepted while the null hypothesis (h0) is rejected. Finally, there is a positive correlation between Live Worksheet Students' Perception of Live Worksheet and Reading achievement. Then the findings of Pearson's Product Moment coefficient, found a correlation coefficient of (0.829) which indicates the level of relationship between the two variables is in the strong category.

3.3 Discussion

The aim of this study was to investigate the relationship between students' perceptions of student worksheets and students' reading achievement. By explaining this purpose, we can provide the necessary context to understand further discussion of our findings. In this study, researchers found that there was a significant positive correlation between students' perceptions of student worksheets and students' reading achievement factors (correlation coefficient = 0.829, sig < 0.000). These findings shows hat changes in students' perceptions of student worksheets are consistently associated with changes in students' reading achievement factors. The results of this study are comparable to relevant previous studies. Zulaiha's research shows that the use of worksheets is effective in increasing students' critical thinking skills in the moderate improvement category [26]. As much as 22%. In the low improvement category, 3% of studentswith average improvement, and 27% with high improvement categories. And S. Wahyuni showed that the results of the analysis of the implementation of learning using student worksheets showed a value of 94% with very high criteria [27].

However, researchers found significant differences in the effect sizes found. This study used a Pearson product moment which showed that the relationship between students' perceptions of student worksheets and students' readingachievement was positively related, with a strong correlation coefficient (0.829) compared to previous studies (27% and 94%). This difference indicates the need for further research to understand the factors that might influence these differences in results. The interpretation of researchers' findings indicates that students' perceptions of student worksheets playan important role in students' reading achievement. Given the strong relationship between students' perceptions of student worksheets and students' reading achievement factors, the researchers conclude that changes in students' perceptions of student worksheets tend to influence changes in students' reading achievement factors. According to Kurniawati, it is important to note that other factors such as lazy reading, lack of concentration, and also many distractions can also contribute to the observed results [30]. Therefore, an alternative explanation that needs to be considered is that these other factors also play a role in influencing the relationship between students' perceptions of student worksheets and students' reading achievement factors. Therefore, this research has the important implication that schools and teachers need to motivate students by modifying their live worksheets to make them more attractive for learning English, especially reading skills.

4   Conclusions

Based on the research findings and discussion, the researchers concluded that there is a relationship between students' perceptions of student worksheets and reading achievement. Because the R-count is greater than the R-table, it can be seen from the R-table that N 44 in the R-table has a significance of 5% with a total of 0.297 while in the R- count it is 0.829. Based on the results of the correlation test, if the R-count is greater than the R-table, the result is a significant correlation. Therefore, Ha is accepted and H0 is rejected.

Researchers suggest hat the findings would be helpful to English teachers, students, and potential future researchers. First, as an additional choice for teaching reading skills, English teachers might employ the Live Worksheets learning style. As long as the instructor employs the proper implementation techniques, teachers can adopt the Live Worksheet teaching approach because it is advantageous for both teachers and students. The researchers advise students to read more frequently. Students can continue to practice on their English reading comprehension with peers in or out of the classroom. This study has been significantly helping students' reading abilities. The majority of students are capable of reading English literature, but they need to take their reading more seriously if they want to correctly understand what the texts they are reading are trying to say. Existing research can be continued in the future with a different focus. The researchers believe that future studies concentrate on other instructional strategies that affect pupils' reading proficiency. Future scholars are urged to include additional approaches to the issue. In conclusion, this chapter has highlighted recommendations. Researchers hope that this research can be useful for readers, especially students and teachers majoring in English as a reference for studying the application of the Live Worksheet model.

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