Students' Perception on Blog Based Liveworksheet in English Language Learning at Senior High School of Sport Lampung

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Abstract. The present research was aimed at investigating how students of grade X at SMA Negeri Olahraga (Senior High School of Sport) Lampung perceive Blog Based Liveworksheet in English Language Learning and exploring its challenges. Two classes of grade X students participated in this research. The students were requested to fill online questionnaire and write guided reflections regarding their English Language learning through Blog Based Liveworksheet and the challenges they encountered. To validate the data, the students were interviewed. Data coding was done and appropriate extracts were informed in results section. The findings showed that the students perceived English Language Learning through Blog Based Liveworksheet meaningful and enjoyful. However, problems emerged from some points such as understanding worksheet instruction, Limitation of data package, internet signal, and broken mobile phone. As a result, the English Language learning through Blog Based Liveworksheet did not run well as expected. The overall problems stemmed from the infrastructure development of internet access. Implications for better online learning are discussed. Future prospective researches are directed and encouraged.

Keywords: perception · Blog Based Liveworksheet · English Language Learning · and challenges

1   Introduction

Nadiem Anwar Makarim (Minister of Education, Culture, Research, and Technology), while launching Merdeka Belajar, said that "The essence of 'Merdeka Belajar' is to unlock the full potential of teachers and students to innovate and improve their learning quality independently". Autonomy [in teaching] means not just following bureaucracy, but also carrying out innovations. Teachers still play a key role in high-quality learning but technology should be there to augment the teaching process, [1].

In another occasion, Ayunda (2022) stated that EdWG this year focuses on, namely Quality Education for All, Digital Technology in Education, Solidarity and Partnership, and the Future of Work After COVID-19[2].

In relation to the second point, digital technology in Education, Lim (2021) stated that to engage students in learning, one needs to be innovative and new ideas should be introduced so that students get excited about what they are learning [3]. The use of educational technology has become essential for teachers because of its importance in today's education industry.

Bui (2020) defines Education technology (EdTech) as a process of integrating technology into education to build a better teaching/learning experiences that results in higher learning outcomes[4].

Technology allows teachers provide multimedia to address diverse learning styles, such as animation, live video, etc. Besides, Teacher can create online courses where students can learn in their own space and at their own pace.

In addition, EdTech benefits how teachers teach, both online and offline. Not always having to go to a specific class at a specific time, students can learn whenever and wherever. EdTech changes the way students approach learning. EdTech makes learning more fun and exciting for students. When we feel engaged in learning, we learn better, remember better, and also apply knowledge better to real life. Lastly, technology makes education smarter, more effective, thus, satisfying learners' needs more. True teachers bring valuable knowledge to learners, both in theory and in real life. But smart teachers are those who can create teaching from what learners want to learn.

2   Theoretical Framework

At this section the researcher focuses on digital education technology in the form of blog based liveworksheet. Therefore, it is necessary to define first these two things.

A blog is a website in which we can publish content from time to time in the form of articles or also called posts. Likewise, we can sort them by publication date, so the most recent article will appear first.

Aaron Campbell (2003) has outlined three types of blogs for use with language classes: The tutor blog, the class blog, and the learner blog [5]. The Tutor Blog is run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc.

A blog intended to discuss here is Calonsangguru.blog.spot created by the researcher [6]. This blog contents are related to education and science. While, the major content being discussed is English materials designed for Senior High School (SMA) level. The illustration can be seen Fig. 1:

Fig. 1. Calonsangguru.blog.spot link for English Materials

This site covers teaching materials based on existing curriculum in the form of links that guide students to all English materials from grade X, XI, and XII. Each material is provided with assignment integrated to liveworksheets and other platforms. For example, when students click on Talking about oneself in grade X English Material. The illustration can be seen Fig. 2:

The students will find new page about Talking about oneself, and below of the page there will be assignment in the form of task 1 and task 2. The illustration can be seen Fig. 3:

When students click on task 1, the students will be brought to assignment in liveworksheet platform. The illustration can be seen Fig. 4:

So, what is liveworksheet? Liveworksheets is a platform allows teachers to transform traditional printable worksheets (doc, pdf, jpg) into interactive online exercises with self-correction, the so-called "interactive worksheets".

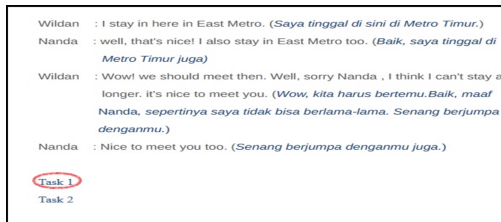**Fig. 2.** English Materials for SMA Level

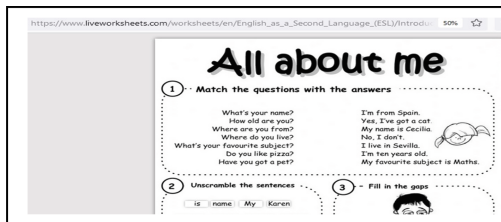**Fig. 3.** Assignment link for English Materials

Fig. 4. Liveworksheet Assignment

Students can do the worksheets online and send their answers to the teacher. This is good for the students (it's motivating), for the teacher (it saves time) and for the environment (it saves paper).

Additionally, these interactive worksheets take full advantage of the new technologies applied to education: they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice and even speaking exercises, that the students must do using the microphone.

The benefits of using liveworksheets, among other things, teachers can create their own worksheets and upload in liveworksheet.com and they will be converted into images then do some steps to make them into interactive liveworksheets (see tutorials). After that copy the given links, then distribute them to students.

Thus, at this point, as the focus of this study is blog based liveworksheets. The blog refers to calonsangguru.blog.spot where English materials especially assignments are integrated with interactive liveworksheets in liveworksheet.com.

2.1 Aims

This study aims to help English language teachers gain understanding of the benefits of blogs and liveworksheet platform in English language learning derived from students' perceptions. In the long run, the future practice of blogs in English language learning will be more effective.

3 Research Method

This research is a small-scale study conducted using a qualitative approach. The focus of this research is to explore the students' perceptions around the topic of the use of blogs and interactive liveworksheets in English language learning. The exploration will lead to the phenomena and significant description related to research questions. Accordingly, the result of this qualitative research will be a salient gauge to argue and affirm those phenomena. There are two reasons deploying qualitative approach in this research. Firstly, Creswell (2008) defined that qualitative research as: "A type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; or conducts the inquiry in a subjective, biased manner" (p. 46) [7]. In line with that, this study intends to have an exploration that relies on the students' views. In the first run, the general questions are asked to collate the text data. Then, the data is analyzed to find out the themes. From that rationale, this study can justify that qualitative approach is appropriate for the research study.

3.1 The Context

This study was conducted at Senior high school of sport (SMA Negeri Olahraga) Lampung. This school is chosen as research setting because the researcher is teaching at the school. Besides, the school implements off line and on line teaching. This is due to some students practice sport away from school, therefore online learning is applied. That is why digital platform is of importance to sport the learning.

3.2   Research Sample

2 classes which consist of the 30 students from grade X were taken as sample of the research. The purposive sampling was applied to get the sample.The reason is that all students were still new students and for the first time using calonsangguru.blog in semester 1 by the time this study was conducted. Therefore the students'' understanding toward calonsangguru.blog is new too.

3.3   The Research Procedure

The research procedure consists of three steps; data preparation, data collection and data processing. The definition of these three steps are respectively explained in the following. Data preparation was the preliminary stage in which the writer constructed 10 questionnaire questions. The first eigtht questions were related to the benefits of calonsangguru.blog and liveworksheet platform. And the rest 2 questions were open questions related to challenges and suggestion. The next step was preparing questions for Interview to explore more and confirm students' challenges and suggestion.

3.4   The Data Collection

The data were collected through two instruments; questionnaire and interview. Questionnaire was distributed to students using google form. While the interview conducted to three students in order to confirm and clarify based on the students' bewildered response in responding the questionnaire. The conversation was audio recorded using voice note of wa application. In the first stage, the writer wanted to explore the first question of the research about students' perceptions of the benefits of blogs in English language learning. The stage consisted of 5 questions and several probing questions that are asked during the interview to extract further information.

3.5   Data Processing

The data from the questionnaire was in the form of chart in google form. Interpreting the chart was to make classification or categorization and then draw conclusion. From ethical considerations, the respondents agreed to use Indonesian as the instruction language in questionnaire and interview. Therefore, the data was not only transcribed but also translated into English before the process of analysis. Based on Coombes (2001) explanation, qualitative data is presented mostly in the form of tabulation. Therefore, the writer decided to collate data in tabulated form so that it could be more easily analyzed. Repetition, filler or idioms were excluded [8]. The writer only translated some parts of the data called extracts. In addition, data reduction is allowed before the data presentation [9]. However, Punch (2009) suggests that the deducted data must still be significant and the main components can be used for the analysis [10].

4   Discussion

In this section, the writer discusses the findings including three benefits of blog based liveworksheets in English language learning and three challenges of using blog based liveworksheets. In the discussion, the writer also correlates the findings with past studies that have been published. Eventually, the conjunction between the findings and the past studies will give reliable answers to the research questions.

4.1   Benefits

The benefits of blog based liveworksheets cover improved English skill, interest, immediate feedback. From questionnaire response related to improved English skill by 30 participants, all stated that blog based liveworksheet help them understand English material better. This can be seen from their answers mostly put a thick on YES towards the statement whether blog based liveworksheets help them understand the English materials (q.1). The information can be seen from the Chart Fig. 5.

From questionnaire response related to interest by 30 participants, all stated that task or assignment from blog based liveworksheet was more interesting (q.2). Therefore their motivation to study was also increased (q.5). The information can be seen from the Chart Fig. 6.
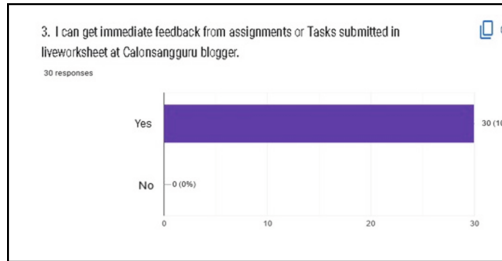
Meanwhile, from questionnaire responses related to immediate feedback, all students said that they can see the score right away after submitting the task answers (q.3). Additionally, they can see right or wrong answer from they work (q.4). The information can be seen from the chart Fig. 7.
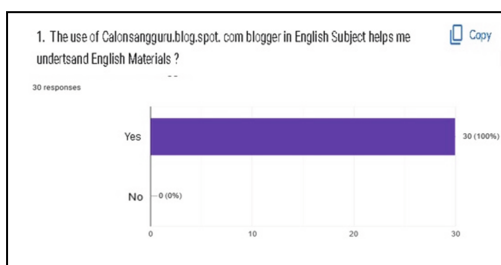
Fig. 5. Blog based liveworksheet help students understand English material better
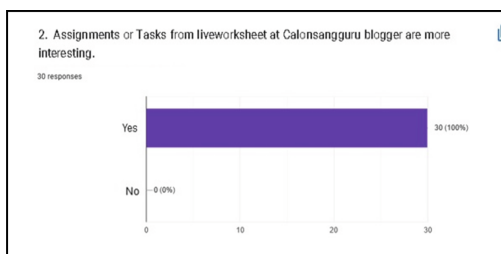
Fig. 6. Blog based liveworksheet is more interesting

3. I can get immediate feedback from assignments or Tasks submitted in liveworksheet at Calonsangguru blogger.
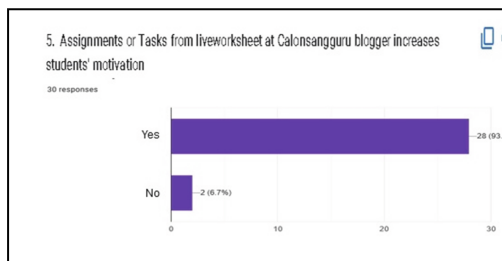
30 responses

Fig. 7. Immediate feedback from blog based liveworksheet

Immediate feedback is very important for the students by having a feedback right away after task submission. This allows students to refer back to their work whether their work is already correct or not. In addition, liveworksheets offer chance for the students to correct wrong answers before submission to their teacher. And they never found such digital platform before.

Meantime, from interview conducted to 3 students based on their questioned or bewildered responses, related to question 5 (q.5) whether task or assignment through liveworkshets from calonsangguru.blog increase students learning motivation. 2 out of 30 respondents differently put a thick on NO answer. It means that these 2 students were not motivated to study using this blog based liveworksheets. The information can be seen from the chart Fig. 8.

Respondent 4 and 21 confirms that they found liveworksheet nothing new. They said they have used liveworksheets from their junior high school level. These two respondents opened the researcher's eyes that learning must begin from something new is absolutely correct. We as teachers can not treat all students the same way regardless of their background.

Likewise, from interview related question 6 whether liveworksheet is an effective platform to increase English skill. 1 out of 30 students said that he found no increase in his English skill through liveworksheets. When the researcher asked for the reason, the respondent could not give reasonable answer. Moreover, when the researcher checked the student's English daily score. The score belonged to good grade. Now, this fact bewildered the researcher. The information can be seen from the chart Fig. 9.

5. Assignments or Tasks from liveworksheet at Calonsangguru blogger increases students' motivation

30 responses

Fig. 8. Blog based liveworksheet increases Students' motivation
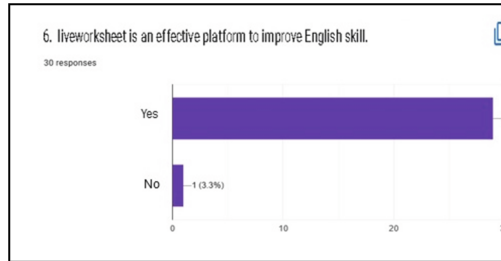
Fig. 9. Liveworksheet increases Students' English skill
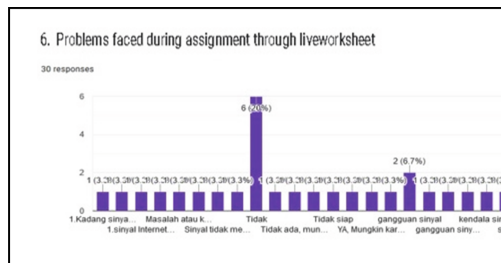
Fig. 10. Problems encountered with blog based liveworksheets

4.2 Challenges

Challenges in this study was related to problems faced by respondents while learning English through blog based liveworksheets. The problems cover 4 area namely understanding worksheet instruction, Limitation of data package, internet signal, and broken mobile phone.

Based on summary of questionnaire (q.9), 2 out of 30 respondents (R.9 and R.17) said that they sometime got difficulty to understand the instruction in blog based liveworksheets. 9 out of 30 respondents said they sometime got problems with data package (R.1, R.2, R.3, R.5, R.15, R.19, R.22, R.23. R.30). Surprisingly, 19 out of 30 respondents confirmed that internet signal was the major problems while learning through blog based liveworksheets. Finally, 3 out of 30 respondents found problems with their mobile phone. They said their mobile phone were broken. But after closer investigation, what was meant by "broken" here was related to hardware defects such as poor battery life, synchronization issue, connecting problem with wifi or cellular network. The information can be seen from the chart Fig. 10.

5 Conclusion

This study has found three benefits of blog based liveworksheets in English language learning and four challenges. The respondents identically perceive that blogs have three benefits in English language learning. The first benefit is improved English skill. All

respondents share the same perception that blog based liveworksheet help them understand English materials better. Then, the second benefit is interest. All respondents agree that blog based liveworksheets make English learning more interesting. Although 2 respondents said that they were not motivated due to similar platform they found in junior high school level. Finally, the third benefit is immediate feedback. All respondent agreed that they can see the score right away after submitting the task answers. Moreover, they can see right or wrong answer from they work. On the other hand, the students found four challenges in blog based liveworksheets. The first challenge is understanding worksheet instruction. The second issue is Limitation of data package.. The third problem is internet signal. The last one is broken mobile phone.

Further work for further research, there is a need to formulate strategies in how to counteract the challenges in blog based liveworksheets. Those strategies are important guidelines for the continuity of implementation of blog integrated with liveworksheets in English Learning. The result can lead the students to resolve their challenges and become more independent. Thus, English language teachers may improve the quality of English language learning both offline and online learning.

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