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UTILIZING LIVE WORKSHEET SUPPORTED BY THE VOCATIONAL PROBLEM-BASED LEARNING (V-PBL) MODEL FOR VOCATIONAL STUDENTS IN MERDEKA CURRICULUM: NEED ANALYSIS

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Abstract. This study aims to determine the problems, needs, and desires of teachers and students in utilizing the PBL live worksheet on the Merdeka Curriculum for Indonesian Vocational Teachers and Students as it needs 21st century competency. Taken the tenth grade of Vocational High School students in South Sulawesi which implemented Merdeka Curriculum. The data collection techniques in this study were questionnaire test. The instruments used were interview guides and analysis sheets. The data were analyzed and described qualitatively. The results showed that the current live worksheet material does not reflect the Merdeka curriculum. Therefore, the teachers and students required an English material that is both easy and appropriate for English language acquisition with V-PBL integration for creating an English material that follows the Merdeka curriculum specifically designed for Indonesian Vocational High School students.

***Keywords**: Need Analysis, Problem Based Learning, Literacy English and Merdeka Curriculum*

INTRODUCTION

As an essential thing, technology is a source of prestige and serves as a measure of a country's growth, Barnett, H. (2001). A country can be considered advanced if it demonstrates a high degree of technological expertise, sometimes referred to as high technology as Weaver, P, et al (2017) asserts that technology is an essential component. Conversely, countries that struggle to keep up with technological advancements are generally labelled as failed nations. Indonesia has embraced technological advancements. There are numerous advancements that specifically utilize electronic technology. Two examples of electronic financial services are E-money and E-banking. In addition, technology has also advanced in schools, allowing teachers to supply students with e-learning resources such as E-modules, E-books, and E-student worksheets.

The fourth industrial revolution (IR 4.0) is transforming the way students learn and professors teach these days, particularly in English language instruction. In this digital age, English has become the most widely used language. They live with digital gadgets in their hands, and being online has become a part of their daily routine. As a result, people may simply obtain the

information they want immediately. On the other hand, 21st-century instructors were pushed to continue seeking for innovative methods to learning that meet the requirements of their students. IR 4.0 resulted in the development of a new method known as education 4.0. According to Alakrash, H. M., & Razak, N. A. (2020), education 4.0 is a technology-enhanced upskilling in the teaching and learning process designed to satisfy students' demands. The function of education has also come under scrutiny in the millennial age. In reality, 21st century education necessitates a progressive transition in curriculum creation, concentrating on the transferable abilities that learners must gain in instructional contexts.

In learning, students can also transform standard worksheets into interactive practice questions, which is beneficial for both the environment and the students (Özdal et al., 2022). "Liveworksheet" was selected as a potential remedy for students' listening issues for a number of good reasons: It enables students to convert traditional worksheets into online activities that require self-correction.1) Teachers may still keep an eye on their cognitive skills even in online learning environments. 2) (Albus et al., 2021). This website fully utilizes educational technology (Hidayah & Asari, 2022). Teachers can use the website's online resources to provide audiovisuals, assist students with microphone listening and speaking exercises, and ask questions (Ali, 2021). Nevertheless, prior empirical research on the efficacy of "liveworksheet" in technology-assisted English language instruction is still scarce and little investigated (Bashori et al., 2020). In order to provide the students a fresh perspective on learning and inspire them to be more self-reliant, adaptable, and creative, this research makes use of web-based activities.

The curriculum has been designed to satisfy the set of skills that students require. As a result, the Indonesian government is aggressively pursuing breakthroughs using various means. This can be accomplished in several ways. One approach is to use technology-supported educational materials. The instructional contents were formerly assembled in a textbook, but with the advent of ICT, the e-learning material have developed to be generated digitally, which are known as digital books (e-books). Digital books are the culmination of book development (Bozkurt, Okur, and Karadeniz, 2016). An e-book is a book that is completely digital in nature. It incorporates both technology and human capacities, as was advocated in education throughout the fourth industrial revolution, meaning incorporating cyber technology into the teaching and learning process (Haron, 2018).

Ki Hajar Dewantara argues that all the seeds are sown in education. Under this viewpoint, education is meant to help pupils realise their best potential. School should be used to develop, standardise, and combine several talents; it is not a jail. The participants' pupils' demand to learn freely finally inspired learning independence, the main focus of present Indonesian education policy and the precursor to the Merdeka curriculum (Setiawan et al., 2022). The term curriculum is derived from the Greek words curir (runner) and curare (racetrack) (Barlian et al., 2022). As a result, in education, the term curriculum (curriculum) refers to the

distance that must be travelled when running an activity from beginning to end (Indarta et al., 2022).

Curriculum reform in Indonesia indicates that digital education is on the increase in the country. In response to the problems of education in the digital age, the government has established the Merdeka curriculum. Furthermore, the Merdeka curriculum is driven by students' insufficient reading and numeracy skills. The 2018 Program for International Student Assessment (PISA) research indicated that Indonesian students' average reading and numeracy scores were lower than normal. The government's goal in "upgrading" the curriculum is to improve Indonesian students' reading and numerical skills. Furthermore, due to the Covid-19 outbreak that has affected Indonesia for the past two years, all educational activities must take place at home. As a result, the Indonesian educational system has suffered a learning loss. Consequently, various efforts were made by the government as a shape of restoration. one in every of them is to present freedom to every instructional unit to choose the curriculum implemented in faculties primarily based on the needs of school residents, especially students. This have a look at is defined as a collection of research that has been executed in several other research. It describes some previous studies this is applicable to the EFL e-book. Ebied and Shimaa (2015) investigated the effect of e-books on excessive school students learning results. The result revealed a sizable distinction in gaining knowledge of results between agencies that used e-books and people that did no longer. Rockinson, et al.(2013) examined the comparison of e-book as opposed to printed books on college students' learning methods. The results located that, in addition to efficiently influencing cognitive studying results, e-book use had a higher importance in influencing affective and psychomotor getting to know results than revealed ones, indicating that using e-book in the learning process at the college degree needed to be improved. There are additionally research concerning college students' perceptions of their need for interactive e-books for advanced grammar (Fitrawati and Syarif, 2018) and whether or not or no longer it's far tremendous for education (Alshaya and Oyaid, 2019).sun et al. (2012) performed a survey to accumulate student remarks on how e-books ought to help them apprehend better. The findings display that beneficial reaction e-books for assisting students' learning have a direct impact on their learning. In different phrases, if a scholar believes an e-book will assist them examine higher, their gaining knowledge of results will improve. The e-book is designed to be clean to use and has interactive components that would possibly assist students analyze English. It also has function as a useful resource or reference for lecture room coaching and mastering activities or as studying materials for students and most people (Hartono, 2019). Previous studies mostly looked at e-book, which are often in a single document format containing just simple multimedia features with less interaction. As a result, the study pursuits to fill a gap in developing a version of English e-book that comprise a blend of more than one multimedia components with excessive interactivity and implemented modern-day curriculum. Consequently, the look at tries to develop English e-book for Indonesian senior excessive school based totally on Merdeka curriculum and focuses on the need evaluation level. It is a vital stage before designing

English substances. Primarily based on some perspectives, the reason of need evaluation is to determine what English-language rookies have to do to satisfy their needs. (Wijayanto, Saleh, Mujiyanto & Hartono, 2017). The examine hopes can supply knowledge approximately good English e-book for English coaching. It can help the teacher select and evaluate good English e-book before identifying to use them in the coaching-learning process. The examine also can help people be extra cautious in growing English e-book and provide general understanding approximately how to develop English e-book for Senior High School students.

LITERATURE REVIEW

A. Need Analysis

Hutchinson and Waters' (1987: 54-56) detailed study of the definition of need also included a classification of needs into target needs (i.e., what students need to be able to communicate at the target level). Must be able to communicate in the intended context) and learning needs (what the student must be able to acquire). Target needs can further be separated into: Necessities: What parts of language do students need? Lacks: Things the students still need to master. Wants: The subjects that the students wish to study. Hutchinson and Waters (1987: 54–56) go into further detail on the definition of need by dividing it into goal needs (i.e., what students must know to communicate at the target level). Must be able to communicate in the intended context) and learning needs (what the student must be able to acquire). Target needs can further be separated into: Necessities: Features of language that students require. Lacks: What the students still need to learn. Needs: What the students wish to know.

B. Web "Liveworksheet" Based Instruction

Learning through the use of the internet is a technical approach that can make self-directed learning easier to do. In addition, the implementation of these technologies occurs concurrently with the administration of the classroom (Bashori et al., 2020). According to Chatwattana and Nilsook (2017), in order for educators to properly manage online learning, they need to take into consideration a methodical and appropriate approach to the instruction of specific courses. According to Saito et al. (2019), the use of the internet as a medium for the dissemination of education has the potential to make educators more enthusiastic about incorporating this convenience into their instructional approach. Both the computer and the internet, as well as the web, are inextricably linked entities that cannot be separated from one another. According to Wulanjani and Ratnaningsih's research from 2020, the computer is considered to be a piece of physical apparatus, whilst the internet and the web are considered to be software platforms that offer access to information.

Through the utilisation of technology, namely electronic liveworksheets, instructional materials have been revised to align with present circumstances, deviating from the transformative change brought about by pandemic-induced education.

This is predicated on the alleged benefits of liveworksheet, which aim to enhance

learning efficiency and effectiveness by reducing spatial and temporal constraints. According to Syafitri and Tresyalina (2020), the liveworksheet could serve as a viable option when students lose interest or motivation in learning. The use of a live worksheet is one of the potential tools that might be employed in order to generate worksheets for students during this epidemic. According **Prabjandee, D. (2023),** Liveworksheet is a digital platform that was developed to provide assistance to educators in the process of generating electronic worksheets or student activity sheets, which are also known as student worksheets. This particular liveworksheet is not only easily accessible and free of charge, but it also has an appealing visual appearance. It is possible to rapidly add instructional materials to websites, which enables students to engage with educational media online without the need for the instructor to be physically there.

As result, Barella and Linarsih (2020) asserted that web-based learning applications have the ability to provide students with a diverse selection of real-world examples by combining aspects such as text, music, photos, video, and animation. According to Fokides and Kefallinou (2020), the incorporation of sound and speech through the use of touch and mouse movement on the screen can result in an engaging learning experience. Through the use of a wide range of technologies, the WBL has evolved as a viable tool for providing educational support to a wide variety of participants (Yang et al., 2002). WBL can be successfully used and overcome many of the issues that are connected with the traditional classroom-based learning framework, despite the fact that technical limits will prevent it from being implemented.

There are numerous guidelines for using the "liveworksheet" and its adjustments. Students are supposed to be able to observe and practice their listening abilities through these tasks (Rukthong & Brunfaut, 2020). Students can immediately view the outcomes of their scores once they get access to the worksheets and start working on them, and teachers can easily check those scores using the mailbox menu. One tool that could help teachers create electronic worksheets or student activity sheets is this live worksheet. Not only is it easy to use, but it's also free. Apart from its visually stunning design, this live worksheet is quite easy to use when compared to other platforms such

Facebook, YouTube, and numerous others. These worksheets for practical learning are suitable for various kinds of assessments, such as skill, attitude, and cognitive assessments. They are also suitable for any subject, with the exception of a few. By using this "liveworksheet," Additionally, since online learning requires students to become more autonomous learners, self-directed learning is just as crucial. Students who learn independently are more proactive and self-reliant (Maphalala et al., 2021). While this is going on, technology is teaching the pupils through the website since it will soon significantly alter how people learn on the internet. In this study, we contend that this needs to alter in order to maintain the relevance of teaching by addressing the evolving needs of learning (Kammerer et al., 2018).

The learning process' main goal is to increase students' interests and inventiveness through a variety of interactions and learning opportunities.

Activity is influenced by a number of things, including attracting and motivating students. The involvement of students in their education can motivate and develop their abilities. Pupils can improve their capacity for critical thought and problem-solving. Researchers are looking for ways to draw pupils and promote activities using a live worksheet application. One website that teachers can use to make worksheets for their kids is Liveworksheets. Online worksheets are easily available, free, and have a more comprehensive menu than other programs.

C. Curriculum Merdeka

Kemendikbud RI known as the Republic of Indonesia stated that Independent learning is one of the ways that this curriculum is put into reality, and it contributes to the overall curriculum. Before beginning to instruct students, the instructor must first encourage the development of independent thought by highlighting the fundamental nature of intellectual liberty with the students. A government programme that aims to dramatically improve the quality of education in order to generate graduates who are highly skilled and capable of facing complex difficulties in the future is referred to as the concept of freedom of learning. One of the most important aspects of autonomous learning is the freedom of thought that is exercised by both students and teachers. The formation of an independent spiritual disposition is fostered by independent learning, which allows both teachers and students to feel liberated and content to study the knowledge, behaviour, and capabilities that are present in their environment. Through independent learning, students are able to establish a compassionate approach to the learning environment, increase their self-assurance, and become more adaptable to the social setting. Independent learning also supports student growth and self-development. In view of the requirements that students have and the expectations that are placed on education in the 21st century, the presence of autonomous learning is therefore of an extremely significant importance. The implementation of the policy on independent learning strengthens the role of the educator in both the process of curriculum development and the process of learning. The teacher takes on the role of a learning facilitator, depending on their skills in professional, pedagogical, personal, and social abilities to facilitate learning. It is possible for the teacher to successfully meet the aims of implementing and enforcing the autonomous learning policy if they possess these skills. In their capacity as educators, instructors are equipped with knowledge of various teaching methods and strategies, as well as an awareness of the psychology of their students. It is therefore necessary for educators to acquire skills such as being designers, planners, managers, evaluators, researchers, and decision makers when it comes to the process of creation and development of the curriculum. At each and every stage of the process of curriculum development, teachers have the ability to take on this responsibility.

The Merdeka Belajar Curriculum in Indonesia has become the most recent development in learning methodologies in an ever-changing educational landscape. According to Fitriyani et al., 2023), the goal of this curriculum is to give students a more engaging, in-depth, and relevant learning experience. The development of mental independence is the idea behind the autonomous learning

curriculum (Marisa, 2021). Teachers shape students' freedom of thinking, hence they play the most crucial role in ensuring that education is successful (Yamin and Syahrir, 2020). The creation of instructional modules is a critical component of putting the Independent Learning Curriculum into practice (Ardianti and Amalia, 2022). Teaching modules consist of instructional resources that have been carefully and methodically organized, taking into account the learning principles that educators employ to their pupils. The opening, material content, and conclusion of the teaching module help the teacher provide the information in an organized way (Fandi et al., 2023). Teaching modules are a crucial part of the Vocational High School (SMK) implementation of the Merdeka Belajar Curriculum since they can boost teacher efficacy and offer comprehensive advice (Mastur, 2023).

D. Problem Based Learning

The problem-based learning (PBL) paradigm is a method that encourages students to take an active role in the process of investigating and resolving real-world issues (**Arends R I 2012).** The study of natural events that are relevant to everyday life is the main focus of the field of physics (**Maysyaroh S and Dwikoranto D 2021)** The learning of physics is also directly tied to the process of problem-solving; hence, the difficulties that are presented to students may demand them to be able to think critically in order to discover answers to the problems that they are confronted as (**Purwaningsih E, et al 2020).** This is due to the fact that the material that is presented in physics is equivalent to many problem scenarios that occur in everyday life (F**idan M and Tuncel M 2019).** One of the issues that are present in day-to-day living is the crisis that is caused by the diminishing supply of fossil fuels. For this reason, the PBL model is an excellent choice for including renewable energy content since it has the potential to assist students in the development of problem-solving abilities and in comprehending the significance of renewable energy in meeting energy requirements in a manner that is environmentally responsible. Due to the fact that problem-based learning requires students to be able to build and practice problem-solving abilities through the steps of problem identification, information collection, analysis, and evaluation. This is the reason made to the analysis that in learning, students need a case to evoke their interest. Therefore, the researcher find the PBL model could invite students engagement to the curiosity in learning.

As this approach made to improve student's problem-solving abilities as in line with the Merdeka Belajar Curriculum idea, which places a premium on mental independence (Dewi et al. 2023), The researcher invited Vocational Problem Based Learning (V-PBL) to accommodate the students' need to be a professional student. V-PBL itself was carried from basic PBL syntax (Wood, 2011) it was similarly contained the seven steps. The Model integrated by using the theory of communication to the vocational vocabularies and conversation to make a readiness of students in creating a proportional writing and presenting their solution on the problem given. Therefore, the Model expected that the Live

worksheet activity contained with Vocational concept to support the objectives of the material as well as the students competencies.

RESEARCH METHOD

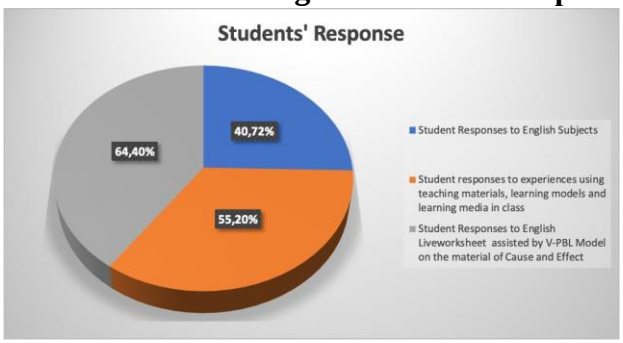
The study employed a questionnaire is used to implement a quantitative descriptive approach. According to the definition provided by Cresswell, J (2013), a questionnaire is a method of data collecting that utilizes the provision of a series of written questions to the respondent for the purpose of answering. A total of twenty-four questions are included in this online questionnaire. Concerning the students live worksheets that contain Vocational concepts, the query is about the requirements and preferences of the students at SMK Telkom Makassar.

RESULTS AND DISCUSSION

The questionnaire distributed to 3 teachers and 35 students of second years at SMK Telkom Makassar with the following explanations:

1. Students' necessities on English Live worksheet with PBL Model integration towards the material of second grade To know the necessities of students, the researcher provided one aspect which involved three sub-aspects. The total percentage of each sub-aspect is 86% in the criteria of most need. Therefore, English Live worksheet with PBL Model integration is most needed by the students of second year student at SMK Telkom Makassar
2. Students' wants on English Live worksheet with V-PBL Model Integration. The chart below shows the total percentage of each aspect of students' response about English Live worksheet with V-PBL Model integration

Chart 2. The Percentage of Students' Response

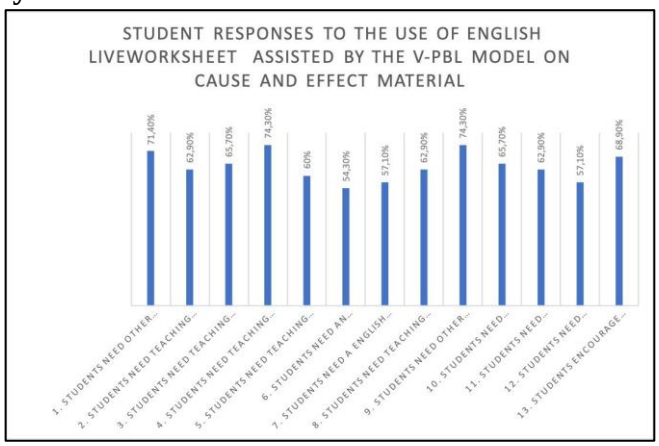


The percentage represents the total percentage of each aspect. All the percentages were at the most need category. However, there were mostly needed points amongst the thirteen of the sub theme at of this questionnaire about the use of English Live worksheet assisted by the V-PBL Model on Cause and Effect Material. Firstly, on the 2nd question, data found 62,9% students believed that they advantage of English Live worksheet with PBL Model. Secondly, the 4th question counted 74,3% students believed that they need English Live worksheet with PBL Model integration which is ease to access, cheap cost and containing

picture. Next, on the 3rd question, there were 65,7 % students' need English Live worksheet with PBL Model integration which is ease to use and easy to carry. Lastly, on the 13th question there 68,9% students need English Live worksheet with PBL Model on the second-year student's English material**.**

From the explanations, the researcher summarized it with the following pie below: Chart of the summary students' needs on English Live worksheet with PBL Model

Chart 2. Students' Response Toward the Using of English Liveworksheet Assisted by The V-PBL Model on the Material of Cause and Effect

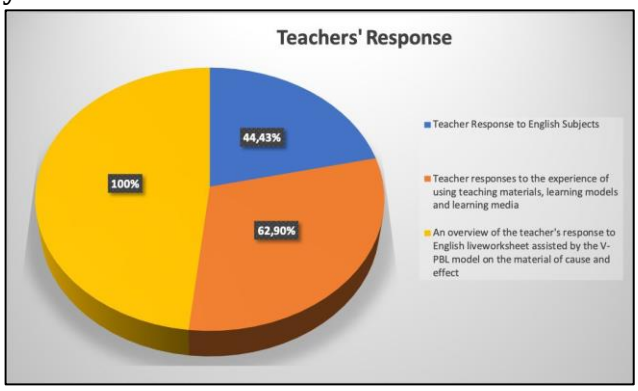


While student response aspects are arranged with the following indicators: 1) Content Quality Aspects 2) Pleasure Aspects 3) Evaluation Aspects 4) Grammar Aspects 5) Usage Aspects Illustration: The percentage of the aspect of student students' necessities on English liveworksheet with PBL Model integration is 64,40% in the criteria most need. Students' need towards the ease of the access of English live worksheet with V-PBL values integration shows the number percentage of 55,20% in the criteria most need. They want English liveworksheet with PBL Model integration which can be accessed anywhere and anytime. This is related with Larasari, S. A., & Arifin, Z. (2022) and Apriliyani, S. W., & Mulyatna, F. (2021), they concluded that live worksheet can be used and accessed easily at school or home in no limitation of time. Students' needs towards the cheap cost of English live worksheet with V-PBL Model integration is 64,40 % in the criteria of most need. It means almost all the students believed that they wanted English live worksheet with PBL Model integration. This aspect's finding corresponds with Sari, C. Y., Yensy, N. A., Agustinsa, R., & Satri, J. (2023) and Widiyanti (2021), they stated that live worksheets can save money. Therefore, many of the students wanted English live worksheet with PBL Model integration that a user-friendly. This is related with Sharma, N., Singh, S., Tyagi, S., Manchanda, S., & Kaushik, A. (2023) and Azzahra.M (2021) who stated the electronic learning media is a user-friendly and eco-friendly. Almost all of the students of SMK Telkom Makassar wanted English live worksheet with PBL Model integration that contain several cases with pictures, the percentage of this aspect is 65,7% in the criteria most need.

In relation with the PBL model integration, this finding also corresponds with Wulandari & Ashadi (2021), they stated that several pictures in a learning

media make students more active, creative, independent and more confident. The aspect of the advantages shows 74,3% in the criteria of most need. This means almost the students of SMK Telkom Makassar wanted English live worksheet with PBL Model integration which is easy to carry and saves space consuming. This aspects' finding is related with Sharma, N., Singh, S., Tyagi, S., Manchanda, S., & Kaushik, A. (2023) and Azzahra, M. (2022) who stated that English live worksheet using PBL Model is easy to bring at school and saves space consuming. The aspect of the advantages shows 60% in the criteria of most need. This means most all of the students wanted English live worksheet with PBL Model integration which can improve student's character. The students also wanted that English live worksheet with PBL Model integration could motivate them in be a creative thinker. The Vocational -Problem Based Learning showed positive impact toward the students' perception in learning English and In supporting the data from student's response, *the researcher also incorporated additional data* as shown on the chart below.

Chart 3. Teachers' Response Toward the Using of English Live worksheet Assisted by The V-PBL Model on the Material of Cause and Effect



Related to the research results show in the scope of perception live worksheet assisted by V-PBL model on the material of Cause and Effect, the theme of Teacher Response to English Subjects indicated 44,43% cased were coming from the preparation before teaching. This statement showed that the use of live worksheet could give another experience in accessing task from website as Rusdan, M., & Mulya, D. B. (2023) mentioned that good experience in learning would give a inner motive to learn better. Meanwhile, Teacher responses to the experience of using teaching materials, learning models and learning media were 62,90 % which informed that the model has helped students understand the material. As Puspitasari, R. O., & Wulandari, S. S. (2021) stated that students' interest aligns with their achievement in learning, therefore making an eye-catching media presentation could increase students' attention in learning and open the positive interaction between students and teachers. Meanwhile the overview of teacher's an overview of the teacher's response to the learning using the V-PBL model assisted by Live worksheet on the material of cause and effect were 100% effective. It was shown from the necessity which was inline with the output of the objective of Merdeka curriculum besides the ease of access of the activity give. It implied that the teaching material be made as the necessity of

students as Puspitasari, R. O., & Wulandari, S. S. (2021) so, in preparing the material teachers are better coming with objective related to the curriculum as the framework compiles and directs the education system in an institution so that it has the same goals to be achieved. Almost all of the students of SMK Telkom Makassar wanted English live worksheet with PBL Model integration that contain several cases with pictures, the percentage of this aspect is 65,7% in the criteria most need. As the use of V-PBL implemented at this research Agustina, L., Marsono, M., & Widiyanti, W. (2021) and Amalyasari, m. r., Rahmawati, r., & Jerina, a. v. (2022) that the use of live worksheet at Vocational Schools.

The data obtained in this study came from the answer sheet for teacher response questionnaires and student response questionnaires to the use of live worksheet in learning Cause and Effect. The teacher response questionnaire indicators are as follows: 1) Media has the ability to surpass the restrictions of students' personal experiences. 2) The media has the ability to transcend the limitations of the classroom. 3) Media facilitates direct contact between participants and their environment. 4) The media has the ability to provide accurate, factual, and exact information about fundamental topics. 5) The media has the ability to regulate the pace at which children learn. 6) The media has the ability to offer a thorough and encompassing experience that spans from tangible to conceptual matters as Wardani, D. S., & Sugandi, A. I. (2024) and Melawati et al (2022) stated learning by emphasizing real-world experience, practical skill over theoretical knowledge could trigger students critical thinking and the V-PBL model implemented is suitable with the need of curriculum nowadays. This finding means that the teachers were believed that English live worksheet with PBL Model integration could improve student’s interest. The media in learning English by using live worksheet with PBL Model integration had motivate them to deliver the vocational material easily since it gives an ease of access for students. Overall, both the survey data through questionnaires or literature studies state that it is necessary to prepare learning media using the Integration model as the Vocational Problem Based Learning (V-PBL) assisted by Live worksheet on the Material of Cause and Effect.

CONCLUSION AND SUGGESTION

The study findings indicated that the students of second year in SMK TELKOM Makassar had the greatest demand for a live worksheet that incorporates Vocational Problem Based learning. The students deemed the incorporation of problem-solving activity into an English live worksheet as an essential component for Vocational student’s material. This resource should be easily accessible, affordable, user-friendly, engaging, portable, and offer numerous benefits to students, including enhancing their understanding of Problem Based activity under the Vocational based principles and boosting their motivation in learning and, at last, The outcomes of this research clearly show values that can be taken in this research, namely, to improve students' self-directed learning, automatic scoring, accessing the website, students' vocabulary

mastery, students' learning autonomy, and students' technology skills. This web-based learning strategy promotes the use of "live worksheet".

SUGGESTION

The limitation of the next researcher is that students must be provided with explicit instructions and demonstrate the ability to accurately respond to the questions presented in the interactive worksheet. In addition, liveworksheet.com encompasses a broader range of research beyond just listening skills, allowing other researchers to approach the use of "live worksheets" from multiple perspectives.

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