

THESIS
DESIGNING A DIGITAL ENGLISH WORKBOOK USING
LIVEWORKSHEETS FOR JUNIOR HIGH SCHOOL STUDENTS IN
BLENDED LEARNING METHOD

By:

Vara Fauziatul 'Ainiyah

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG

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APPROVAL SHEET

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DESIGNING A DIGITAL ENGLISH WORKBOOK USING LIVEWORKSHEET FOR JUNIOR HIGH SCHOOL STUDENTS IN BLENDED LEARNING METHOD

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The Board of Examiners

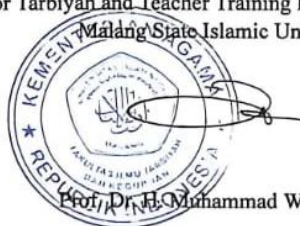
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DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole creation of the author; neither was it created in conjunction with another person(s) nor does it contain any other person(s)' work without proper edit.
3. Should it later be found that this thesis is the product of plagiarism, I am willing to accept any legal repercussions that may be imposed on me.

Malang, April 14th, 2026
The researcher,



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MOTTO

“Dan bahwa manusia hanya memperoleh apa yang telah diusahakannya, dan sesungguhnya usahanya itu kelak akan diperlihatkan, kemudian akan diberi balasan kepadanya dengan balasan yang paling sempurna.”

(QS. An-Najm [53]: 39-41)

“Jalanmu kan sepanjang niatmu, Simpan tegar dalam hati, 29 kau terus mencari. Sebutlah nama-Nya, Tetap di jalan-Nya, Kelak kau mengingat, Kau akan teringat. Terus berenang, Lanjutlah mendaki.”

(33x – Perunggu)

“Dunia boleh saja menahanku, Kupunya doa ibu.”

(Tapi – Perunggu)

THESIS DEDICATION

Highest dedication is devoted to my beloved mother, for her endless love, prayers, and strength. My deepest gratitude goes to my family, especially my father and brother, for their support and motivation. This work is also a continuation of my late father's dreams, which I strive to honor in every step I take. My sincere appreciation is extended to my advisor for the invaluable guidance and support throughout this journey.

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Furthermore, I would like to extend my sincere appreciation to all individuals who have contributed to this work, whether through their support, motivation, or valuable ideas. Their encouragement has strengthened me to persist and accomplish this thesis as the final requirement of my academic journey. The writer would like to express sincere gratitude to:

1. My beloved mother, who has always given endless prayers, love, and support. All that I have achieved today is the result of your sincere and sacrifices. May this thesis and degree make you proud. I pray that you are always given a long and healthy life (Aamiin). This work is dedicated to you.
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Malang, April 14th, 2026
The researcher



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NIM. 20107110039

LATIN ARABIC TRANSLITERATION

The transliteration guidelines used in this thesis's writing of Arabic-Latin are based on joint directives number 158 of 1987 and number 0543b/U/1987 from the Ministers of Education and Culture of the Republic Indonesia. These directives can be summed up as follows:

A. Alphabet

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = 'a	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Vocal (a) Panjang = a
Vocal (i) Panjang = í
Vocal (u) Panjang = ü

C. Dhiptong Vocal

أُ = aw
أَي = ay
أُو = Ü
إِي = Ī

TABLE OF CONTENTS

THESIS	i
APPROVAL SHEET	ii
LEGITIMATION SHEET.....	ii
THE OFFICIAL ADVISORS’S NOTE.....	iii
DECLARATION OF AUTHORSHIP	v
MOTTO	vi
THESIS DEDICATION.....	vii
ACKNOWLEDGMENT	viii
LATIN ARABIC TRANSLITERATION	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
ABSTRACT	xvi
ABSTRAK	xvii
مستخلص البحث.....	xviii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Research	1
1.2 Research Questions.....	10
1.3 Research Objectives.....	10
1.4 Significances of the Research	11
1.5 Product Specifications	13
1.6 Scopes and Limitations.....	13
1.6.1 Scopes	13
1.6.2 Limitations.....	14
1.7 Definitions of Key Terms	14
CHAPTER II LITERATURE REVIEW	16
2.1 Digital Workbook	16
2.1.1 The Definition of Workbook.....	16
2.1.2 The Role of Digital Workbook in EFL Learning.....	18

2.1.3 Types of Digital Workbook.....	19
2.2 Blended Learning.....	23
2.2.1 The Development of Blended Learning	23
2.2.2 Benefits of Blended Learning for Students	24
2.3 English for Junior High School	26
2.4 Previous Studies	28
CHAPTER III RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 The Procedure of Research.....	33
3.2.1 Analysis	33
3.2.2 Design.....	34
3.2.3 Development.....	36
3.2.4 Implementation.....	37
3.2.5 Evaluation.....	37
3.3 Setting and Participant.....	38
3.4 Data Collection	39
3.4.1 Data Type.....	39
3.4.2 Research Instruments.....	40
3.5 Data Analysis	41
CHAPTER IV RESULT OF THE DEVELOPMENT	43
4.1 Results	43
4.1.1 Result of the Analysis	43
4.1.2 Result of the Design.....	52
4.1.3 Result of the Development	55
4.1.4 Result of the Implementation	68
4.1.5 Result of the Evaluation.....	71
4.2 Discussion.....	72
CHAPTER V CONCLUSION AND SUGGESTION	77
5.1 Conclusion	77
5.2 Suggestion	78
REFERENCES.....	80

APPENDICES	85
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LIST OF TABLES

Table 1 Validation Criteria (modified)	42
Table 2 Student response.....	42
Table 3 Participants information	47
Table 4 Media Expert Validation Result	64
Table 5 Material Expert Validation Result	67
Table 6 Students' responses result.....	69

LIST OF FIGURES

Figure 1 The Development Process of ADDIE Model	33
Figure 2 The design of the digital English workbook.....	56
Figure 3 Login Page	56
Figure 4 Liveworksheets's features.....	57
Figure 5 The products	57
Figure 6 Reading section of unit 1	58
Figure 7 Drag & Drop of Unit 1	58
Figure 8 Writing section of unit 1	59
Figure 9 Listening and Speaking section of unit 1	59
Figure 10 Reading section of unit 2	60
Figure 11 Vocabulary section of unit 2	60
Figure 12 Writing and Listening section of unit 2	60
Figure 13 Speaking section of unit 2	61
Figure 14 Reading section with puzzle of unit 3	61
Figure 15 Vocabulary of unit 3.....	62
Figure 16 Listening and speaking section of unit 3	62
Figure 17 Finish button	62
Figure 18 Worksheets validation.....	63
Figure 19 Student profile	63
Figure 20 Revision Result.....	72

ABSTRACT

‘Ainiyah, Vara Fauziatul. 2026. Designing a Digital English Workbook Using Liveworksheets for Junior High School Students in Blended Learning Method. Thesis, English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Maslihatul Bisriyah, M.TESOL

Key Words: Digital Workbook, English Learning, Liveworksheets, Blended Learning

This study aimed to develop a digital English workbook using Liveworksheets to support seventh grade students' English learning through a blended learning approach. This study employed Research and Development (R&D) using the ADDIE model, which consisted of Analysis, Design, Development, Implementation, and Evaluation stages. The object of this study is 30 seventh grade students from a selected junior high school. The instruments used in this study were observation, interview, validation sheets, and student response questionnaires. The collected data were analyzed using percentage calculation to determine the feasibility level of the developed product. The result showed the media expert obtained a score of 80%, which was categorized as feasible. The material expert obtained a score of 90.66%, which was categorized as highly feasible. Furthermore, the student response questionnaire results obtained an average score of 86%, which was categorized as excellent. The conclusion of this study indicates that the developed digital English workbook using Liveworksheets was feasible and appropriate to support English learning activities through a blended learning approach for seventh grade students.

ABSTRAK

‘Ainiyah, Vara Fauziatul. 2026. Merancang buku kerja bahasa inggris digital menggunakan Liveworksheets untuk Siswa Sekolah Menengah Pertama dengan metode blended learning. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Maslihatul Bisriyah, M.TESOL

Kata Kunci: Buku Kerja Digital, Pembelajaran Bahasa Inggris , Liveworksheets, Blended Learning

Penelitian ini bertujuan untuk mengembangkan buku kerja digital Bahasa Inggris menggunakan Liveworksheets untuk mendukung pembelajaran Bahasa Inggris siswa kelas tujuh melalui pendekatan *blended learning*. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang terdiri dari tahap *Analysis, Design, Development, Implementation, dan Evaluation*. Objek dalam penelitian ini adalah 30 siswa kelas tujuh dari salah satu sekolah menengah yang terpilih. Instrumen yang digunakan dalam penelitian ini meliputi observasi, wawancara, lembar validasi ahli media dan materi, serta lembar angket respon siswa. Data yang diperoleh dianalisis menggunakan perhitungan presentase untuk menentukan tingkat kelayakan produk yang dikembangkan. Hasil penelitian menunjukkan, validasi ahli media memperoleh skor sebesar 80% yang termasuk dalam kategori layak. Validasi ahli materi memperoleh skor sebesar 90.66% yang termasuk dalam kategori sangat layak. Selain itu, hasil respon siswa memperoleh skor rata-rata sebesar 86% yang termasuk dalam kategori sangat baik. Kesimpulan penelitian ini menunjukkan bahwa buku kerja digital Bahasa Inggris menggunakan Liveworksheets yang dikembangkan layak dan sesuai digunakan untuk mendukung kegiatan pembelajaran Bahasa Inggris melalui pendekatan *blended learning* pada siswa kelas tujuh.

مستخلص البحث

عينية، فارا فوزية. ٢٠٢٦. تصميم كتاب تمارين رقمي للغة الإنجليزية باستخدام باستخدام Liveworksheets لطلاب المرحلة الإعدادية باستخدام منهج التعلم المدمج. أطروحة تخرج، قسم تدريس اللغة الإنجليزية. كلية التربية والتدريس. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة: مسليحة البسريّة، ماجستير في تدريس اللغة الإنجليزية.

الكلمات المفتاحية: كتاب التمارين الرقمي، تعلم اللغة الإنجليزية، Liveworksheets، التعلم المدمج

يهدف هذا البحث إلى تطوير كتاب تمارين رقمي للغة الإنجليزية باستخدام Liveworksheets لدعم تعلم اللغة الإنجليزية لدى طلاب الصف السابع من خلال نهج التعلم المدمج. استخدم هذا البحث منهجية البحث والتطوير (R&D) مع نموذج ADDE الذي يتألف من مراحل التحليل والتصميم والتطوير والتقييم. كان موضوع البحث ٣٠ طالبًا من الصف السابع في إحدى المدارس الإعدادية المختارة. وشملت الأدوات المستخدمة في هذا البحث الملاحظة والمقابلات وورقة تقييم الخبراء للمواد والمحتوى، بالإضافة إلى استبيان ردود فعل الطلاب. تم تحليل البيانات التي تم الحصول عليها باستخدام حساب النسب المئوية لتحديد مستوى ملاءمة المنتج الذي تم تطويره. أظهرت نتائج البحث أن تقييم خبراء الوسائط حصل على درجة 80%، وهو ما يندرج ضمن فئة "مقبول". وحصلت ورقة تقييم خبراء المواد على درجة 90.66%، وهي درجة تندرج ضمن فئة "مقبولة جدًا". بالإضافة إلى ذلك، حصلت استجابات الطلاب على متوسط درجة 86%، وهي درجة تندرج ضمن فئة "جيد جدًا". وتشير استنتاجات هذا البحث إلى أن كتاب العمل الرقمي للغة الإنجليزية الذي يستخدم Liveworksheets والمطور في هذا البحث مقبول ومناسب للاستخدام لدعم أنشطة تعلم اللغة الإنجليزية من خلال نهج التعلم المدمج لدى طلاب الصف السابع.

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the formulation of research questions, the research objectives, significances of the research, product specifications, the underlying the scopes and limitations of the research, and the definition of key terms.

1.1 Background of the Research

In today's digital era, integrating technology into education has become necessity, especially with the rise of industry 4.0 technologies such as artificial intelligence, big data, cloud computing, and the Internet of Things (IoT) (Djemma et al., 2024). These innovations have transformed the way educational content is delivered, accessed, and interacted with across all levels of education, leading to the emergence of education 4.0, a model that emphasizes personalized, flexible, and student-centered learning supported by digital platforms. As noted by Alakrash and Razak (2020), this approach aims to enhance both learning process and skills development in line with 21st century students' needs (Yusro et al., 2023). The covid-19 pandemic has further accelerated this transition, pushing educators and institutions to adopt digital and hybrid learning modalities that offer greater accessibility and interactivity.

As education continues to evolve under the influence of industry 4.0 and education 4.0, the need for learning models that blend both digital and face to face interaction becomes increasingly relevant. This is especially true as students demand flexibility in terms of time, space, and content access, while still valuing human interaction and guidance. Within this dynamic educational

climate, blended learning has emerged as a practical and innovative solution, bridging the gap between traditional and digital instruction. The concept of blended learning began to gain formal recognition in the early 21st century, although the term itself had been introduced as far back as the early 20th century (Banditvilai, 2016). This model refers to the integration of conventional face to face methods with online or technology assisted instruction, and it has become one of the most widely adopted educational strategies to support the development of 21st century skills, particularly in higher education settings (Jalinus et al., 2021).

In its implementation, blended learning is recognized not only as a theoretical concept but also as a widely adopted model of digital integration that bridges traditional face to face instruction with fully online approaches. It serves as a transitional framework that reflects this pedagogical shift, integrating in person classroom interaction with structured digital components in a deliberately designed sequence (Kumar et al., 2021). Unlike fully online learning, which eliminates direct human interaction, blended learning provides a balanced combination that enhances both accessibility and instructional depth. One of its core strengths lies in its ability to foster student centered learning (SCL), in which students are encouraged to take active ownership of their educational development (Jalinus et al., 2021).

In recent years, this model has been increasingly implemented across diverse academic disciplines, as it allows for a significant reduction in face-to-face instructional time by replacing it with purposeful online activities that remain aligned with clearly defined objectives (Bock et al., 2021). Over time, blended

learning has been increasingly implemented in English language teaching, where it aligns with the growing emphasis on communication, digital literacy, and cultural relevance. As Bisriyah (2020) explains, over the past decade blended learning has grown in demand and popularity in higher education and has become a widespread instructional phenomenon. It combines face-to-face and online learning modes in which technology plays a crucial role in facilitating and supporting the learning process. Through the integration of technology, blended learning enables student collaboration, synchronous online interaction, and flexible access to learning materials. Therefore, given its potential advantages, it is important to explore how blended learning impacts specific English language skills and how it can be effectively integrated into instructional design (Sulisworo et al., 2016).

The integration of blended learning into English language education is closely aligned with the demand for 21st century skills, where English is not merely subject but a fundamental tool for global interaction, access to information, and lifelong learning. English is recognized as the lingua franca of international communication, making it essential for participation in academic, professional, and digital spaces. Thompson (2024) notes that over 1.5 billion people use English worldwide, highlighting its dominance in global industries such as science, technology, and education. Albahlal (2020) emphasizes that incorporating 21st century competencies such as collaboration, critical thinking, communication, and digital literacy into English language instruction can empower EFL students to thrive in a knowledge-based economy. Thus, English language education within a blended learning model does more than teach

language structures it fosters holistic development to navigate complex, interconnected digital environments.

Although the integration of blended learning in English language education has demonstrated strong potential in fostering global literacy competencies, its implementation at the school level still faces several challenges, particularly the limited use of interactive learning material. In many cases, digital workbooks are still rarely utilized, and instructional content remains heavily dependent on traditional printed textbooks, which tend to be static and lack interactivity (Wulandari, 2023). This reliance on non-dynamic resources can hinder students-active participation and autonomy in learning. As technology advances, interactives digital workbooks enriched with multimedia elements have shown effectiveness in supporting self-directed learning, allowing students to access, review, and practice materials at their own pace and based on their individual learning styles (Rochmawati et al., 2023). Other studies also suggest that digital workbooks promote structured and collaborative learning by providing visual support and automated feedback that help students sharpen their language skills more effectively (Viberg KTH & Kukulska-Hulme, 2021). Moreover, learning media should be accessible, user-friendly, and adaptable, in order to fully support Student Centered Learning (SCL) environment (Kerimbayef et al., 2022).

To address the limitations of traditional printed materials, innovative digital platforms are needed to support interactive and student-centered learning. One such tool is Liveworksheets, which has emerged as a practical digital platform that offers diverse and interactive learning task, significantly

enhancing student engagement in both synchronous and asynchronous learning environment. Beyond its versatility in content delivery, the platform supports educators by streamlining efficient integration of formative assessments. These assessments, often described as “assessment for learning,” play a vital role in providing continuous feedback to students while equipping teachers with insights needed to tailor their pedagogical strategies (Kılıçkaya, 2017). Another notable advantages of Liveworksheets is its environmental sustainability, as it minimizes reliance on printed materials and contributes to a paperless learning ecosystem.

In addition, the interactive worksheet embedded in the platform enable students to practice a wide range of language skills including listening, reading, writing, and speaking while also reinforcing grammatical structures and vocabulary acquisition. Functioning not only as a content delivery tool but also as a communicative bridge, Liveworksheets fosters dynamic interaction between teachers and students, particularly within digital learning context (Jayanti et al., 2023). In the current shift toward blended learning models, the use of conventional printed workbooks (LKPD) has proven to be less effective and adaptable due to their static nature. In contrast, digital LKPD facilitated through platforms like Liveworksheets offer a more flexible, accessible, and engaging alternative. By leveraging technology, these electronic workbooks serve as a responsive instructional medium that aligns with the pedagogical demands of modern classrooms, making them an ideal solution for contemporary English language instruction (Rosidah et al., 2021)

The integration of platforms like Liveworksheets reflects not only a pedagogical shift but also aligns with Islamic values that encourage innovation and the pursuit of beneficial knowledge. This synergy reinforces the idea that technology in education serves both academic growth and moral purpose. In Surah Al-Anbiya (21): 80–81

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَّكُمْ لِيُحْصِنَكُمْ مِّنْ بَأْسِكُمْ ۖ فَهَلْ أَنتُمْ شَاكِرُونَ ٨٠
وَلِسُلَيْمَانَ الرِّيحَ عَاصِفَةً تَجْرَىٰ بِأَمْرِهِ إِلَى الْأَرْضِ الَّتِي بَارَكْنَا فِيهَا ۖ وَكُنَّا بِكُلِّ شَيْءٍ عَالِمِينَ ٨١

“We taught him the art the of making body our to protect you in battle. Will you then be grateful? (80). And to Solomon we subjected the raging winds, blowing by his command to the land had showered with blessings. It is we who know everything (81).”

The Qur'an conveys that Allah SWT had imparted knowledge of technology to His prophets long before the modern era. This revelation highlights that technological understanding is not a recent human development but rather a divine gift intended to benefit future generations. As noted by Harahap et al. (2023), these verses emphasize the importance of human reflection and observation of the natural world as means to inspire innovation and the advancement of technology for the betterment of life. This divine directive positions scientific and technological development as a form of stewardship an obligation for humankind to utilize their intellect in improving the quality of life on Earth. While in earlier times technology was often limited to human speculation and rudimentary tools, today's advancements are tangible, sophisticated, and pervasive in everyday life (Mu'minin et al., 2024)

One of the most impactful areas where these advancements are evident is in the field of education. The integration of technology into teaching and learning processes has transformed the traditional classroom, enabling more interactive, accessible, and student-centered learning experiences. Digital platforms, online learning environments, and multimedia instructional tools have enhanced both the efficiency and the effectiveness of education. In this context, the use of educational technology is not merely a response to contemporary demands but can also be seen as an embodiment of Islamic principles that encourage the pursuit of knowledge and innovation for the collective good. Therefore, the application of technology in education aligns with both religious values and pedagogical goals, supporting holistic human development in the digital age.

Several recent studies have explored the use of Liveworksheets in the classroom settings, showing its potential in improving students' learning outcomes, engagement, and autonomy. For instance, Maharani and Hamid (2024) developed an e-student worksheet based on task-based learning using Liveworksheets.com for high school students. The study revealed that the digital worksheets were not only effective in delivering the lesson content but also received positive feedback from both students and teachers. The worksheets were validated by material and learning experts with very good criteria, and students demonstrated increased performance after using the materials indicating the effectiveness of digital worksheets in supporting learning. Similarly, Utami et al. (2023) designed an interactive digital workbook via Liveworksheets specifically for improving reading skills in tenth-grade

students. Their findings indicated that the workbook's interactive design helped students better understand the material while also increasing their interest and motivation in learning English. The study highlighted that the integration of online exercises and visual elements contributed positively to the students' engagement with the text.

In another context, Kharismawati and Kaltsum (2022) conducted a study on the implementation of blended learning assisted by the Liveworksheets platform in an elementary school setting. Although focused on younger students, their study demonstrated that Liveworksheets can be effectively integrated into a blended learning environment to support teachers in planning and delivering interactive lessons. The study found that the use of Liveworksheets enhanced students' participation and made the learning process more flexible and accessible, even in basic education. These previous studies reinforce the relevance of using Liveworksheets-based digital workbooks in blended learning environments, particularly for enhancing students' engagement and supporting various learning needs. However, there is still a need to explore how such digital workbooks can be systematically designed and applied in high school English classrooms, especially from the perspectives of both teachers and students.

In her thesis, Zulkifli (2023) developed an electronic module for writing skills using Liveworksheets in a modern Islamic boarding school. Applying the 4D model (Define, Design, Developed, Disseminate), the study included needs analysis, expert validation, and classroom trials with grade XI IPS students. Expert reviews on language, content, and media rated the e-module from good

to excellent, requiring only minor revisions, while student feedback was also largely positive. The findings highlight the effectiveness of Liveworksheets in creating writing focused digital learning resources for senior high school students.

In contrast, this study offers a novel contribution by combining both design and user perception from the perspectives of teachers and students regarding a digital English workbook developed using Liveworksheets within a blended learning framework at the high school level. Unlike previous studies, this research also positions the digital workbook as a learning tool aligned with the national curriculum and incorporates selected English topics beyond just reading. Furthermore, while earlier studies mainly focused on effectiveness or implementation, this study highlights the systematic design process of the workbook and explores how it meets the pedagogical and practical needs in actual classroom practice. This approach addresses the gap in current literature and provides a foundation for future improvements in digital English material development.

Although previous studies have shown promising results, research on the systematic design of digital English workbooks using Liveworksheets within a blended learning framework remains limited, particularly studies that involve direct engagement with teachers and students at the junior high school level. Most existing research have focused on the effectiveness or general implementation of the media, without thoroughly examining the design process and user perceptions in a learning model that combines both online and face-to-face instruction. Therefore, this study aims to address this gap by designing and

evaluating a digital English workbook based on Liveworksheets for use in blended learning settings at the junior high school level. The results of this study are expected to contribute meaningfully to the development of relevant, interactive, and need-based digital English learning materials that align with the demands of modern educational contexts.

1.2 Research Questions

Based on the background above, the research questions are formulated as follows:

- 1.2.1 How is a digital English workbook designed using Liveworksheets for Junior high school students in a blended learning settings?
- 1.2.2 What are the expert validators' and students' perceptions of the feasibility digital English workbook using Liveworksheets in blended learning setting?

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1.3 Research Objectives

Based on the research questions above, this study aims as follows:

- 1.3.1 This study aimed to design a digital english workbook using Liveworksheets for junior high school student.
- 1.3.2 This study aimed to explore the expert validators and students' perception about the feasibility of the digital english workbook using Liveworksheets in blended learning setting.

1.4 Significances of the Research

This study holds practical and theoretical significance for various stakeholders in the field of education.

1.4.1 Theoretical significance

This study contributes to the development of educational theory, particularly in the fields of digital learning and English language teaching. It provides theoretical support for the integration of interactive digital media, such as Liveworksheets into the blended learning environments. The findings reinforce the concept that technology-based learning can shift instruction from teacher-centered to student-centered, where students become more active and independent.

In addition, this study strengthens the theory that the interactive digital worksheets can enhance students' engagement, motivation, and language comprehension through varied and meaningful activities. It also supports blended learning theory by showing that the combination of online and online and face to face learning can improve learning motivation. Furthermore, this research enriches the theoretical framework of the Merdeka Curriculum by demonstrating how digital media can be used to support student-centered, flexible, and technology-integrated learning. Therefore, this study adds to the existing literature on digital literacy, interactive learning media, and blended learning in the context of junior high school.

1.4.2 Practical significances

1.4.2.1 For teachers

This product offers a practical example of interactive and user-friendly digital learning media that can be implemented in both online and offline learning environment. Moreover, it assists teachers in designing diverse and effective English exercises by utilizing the features available on the Liveworksheets platform.

1.4.2.2 For students

The English digital workbook promotes more independent, flexible, and engaging English language learning experiences, aligning with the learning characteristic and competencies required in 21st century education.

1.4.2.3 For school

The digital English workbook serves an alternative solution for delivering curriculum based instructional material that are easily accessible anytime and support technology integration in teaching practices.

1.4.2.4 For future researcher

This study can be used as a reference for future research on media development and opens further opportunities to explore blended learning strategies and digital literacy enhancement in language education.

1.5 Product Specifications

- 1.5.1 Product name : Digital English Workbook for seventh-Grade
- 1.5.2 Platform : <https://www.Liveworksheets.com/>
- 1.5.3 Format : Website
- 1.5.4 Supporting features: Reading text, multiple choice questions, short answer task, drag and drop exercises, audio based listening task, and visual illustrations.
- 1.5.5 Content : The learning materials are developed based on the national curriculum with the topic “My School Activities”.
- 1.5.6 Characteristic : Interactive (requires active student responses), auto scoring independence (for specific item types), flexible and accessible anytime, and supports student independence and blended learning approaches.
- 1.5.7 Language : English (with additional instructions in Bahasa Indonesia if necessary).

1.6 Scopes and Limitations

1.6.1 Scopes

This research focuses on the design and development of a digital workbook using the Liveworksheets platform with the product specifically intended for seventh grade junior high school students. The learning materials are developed based on the national curriculum with the topic “*My School Activities*”. This topic is chosen because it is fundamental themes in the seventh-grade syllabus, closely related to students’ daily

lives, making it more relevant, contextual, and motivating. It also introduces essential vocabulary and expressions that form the foundation of communicative competence, while allowing integration of the four language skills. The scope of this research is limited to the development stage of the digital learning media without covering long term classroom implementation.

1.6.2 Limitations

This research does not evaluate the long-term effectiveness of the digital workbook on students' academic achievement. The evaluation is limited to expert validation and initial user feedback to ensure the feasibility and practicality of the product. In addition, the workbook is designed exclusively for seventh grade students', which mean it may not be applicable to other grade levels. Furthermore, the research utilizes Liveworksheets as the sole platform, so the results may not be fully generalizable to other digital tools with different features.

1.7 Definitions of Key Terms

1.7.1 Digital Workbook

A digital workbook is a media rich learning resource designed to facilitate student centered learning by integrating multimedia elements, such as audio, video, hyperlinks, animations, and interactive exercises into a unified digital format.

1.7.2 English Learning

English language learning refers to the process of acquiring knowledge and skills in English, including listening, speaking, reading, and writing, through structured learning activities. The goal is to help students understand and use English effectively to communicate both orally and in writing.

1.7.3 Blended Learning

Blended learning is an instructional approach that integrates traditional face-to-face teaching with online or technology-assisted learning.

1.7.4 Liveworksheets

Liveworksheets is an online platform that allows teachers to convert traditional worksheets (PDF or JPG) into interactive digital exercises equipped with automatic correction, multimedia elements, and student–teacher interaction features.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical foundation that supports the research, explaining key concepts, principles, and frameworks relevant to the study. It also included a review of previous studies, which serves to contextualize the research, identify gaps in the existing literature, and demonstrate how the present study relates to or extends prior findings.

2.1 Digital Workbook

2.1.1 The Definition of Workbook

A workbook is a structured educational resource designed not only to facilitate the acquisition of knowledge, but also to develop and assess students' skills across various learning domains. Guided by specific pedagogical principles, an effective workbook incorporates purposeful exercises that address students' needs at their educational level, presents cohesive materials that integrate textbook content with teacher-selected supplementary resources and delivers clear, comprehensible instructions to ensure accessibility for all students (Collado & Abubo, 2021). Beyond serving as a repository of task, workbooks fulfill multiple instructional functions, they support concept formation, foster the acquisition of practical skills, promote self-monitoring abilities, stimulate critical thinking, and provide systematic control over learning process (Yusubjanovich, 2021). They also act as evaluative tools for monitoring student progress, while simultaneously motivating students through

structured activities that encourage active engagement and deeper comprehension of lesson content (Collado & Abubo, 2021).

Building upon these foundational functions, the emergency of digital workbooks represents a significant innovation in educational practice. A digital workbook is a media rich learning resource designed to facilitate student centered learning by integrating multimedia elements, such as audio, video, hyperlinks, animations, and interactive exercises into a unified digital format. Unlike traditional printed workbooks, digital versions enable real time engagement, automated feedback, and adaptive learning pathways personalized to students' needs and pace (Kitaboo, 2023). Their characteristic include accessibility across devices, instant updates without reprinting, and the ability to support collaborative, asynchronous, or hybrid learning environment. Compared to conventional print versions, digital workbooks offer pedagogical advantages such as enhanced student motivation, higher levels of interactivity, environmentally sustainable use, and long-term cost effectiveness (Times Higher Education, 2022).

Technological advancements have further strengthened the role of digital workbooks by enabling dynamic interaction between users and the platform. unlike static printed materials, digital workbooks incorporate hardware and software that allow two ways communication between the learner and the system (Ani & Lazulya, 2020). They feature multimodal elements such as text, graphics, animation, and audio allowing students to complete activities directly within the platform and

receive instant feedback. In some cases, responses can be automatically graded and sent to the teacher's email, simplifying progress tracking and assessment (Ratnawati, 2021). As cloud-based tools, digital workbooks not only support self-paced learning but also enhance teacher-student communication and instructional efficiency.

2.1.2 The Role of Digital Workbook in EFL Learning

In the context of English as a foreign language (EFL) instruction at junior high school level, digital workbooks play a transformative role in promoting both language acquisition and digital literacy. They enable teachers to design varied and differentiated tasks ranging from grammar drills and listening exercises to reading comprehension activities while fostering essential 21st century skills such as critical thinking, collaboration, and digital competence. Recent studies highlight that digital literacy is increasingly being integrated into EFL materials at this level, signaling a pedagogical shift from teacher centered to student centered approaches (Tsiqah & Arini, 2022). When implemented through platforms like Liveworksheets, digital workbooks allow for automated grading, individualized feedback, and real time progress monitoring, which can boost learner motivation and reduce performance related anxiety. Ultimately, their integration into junior high school English learning enhances not only linguistic proficiency but also technological fluency, equipping students to navigate both academic and digital environments effectively.

Liveworksheets is an online and mobile compatible educational platform that enables educators to convert conventional printable worksheet commonly in formats such as PDF or JPG into interactive, web-based learning materials equipped with automatic correction features. These enhanced resources, referred to as “interactive worksheets,” provide students with immediate feedback and a more engaging digital learning experience compared to static, paper-based formats.

The utilization of interactive worksheets greatly contributes to the growth of students’ linguistic and cultural competence as well as their proficiency in foreign language communication. Such as encourage active participation, foster students’ independence in processing and acquiring knowledge, and enable the customization of the teaching learning process. In addition, they help maintain a strong practical focus within lessons and create favorable conditions for enhancing both speaking and writing abilities (Ryabchikova, 2020).

2.1.3 Types of Digital Workbook

Digital workbooks, or interactive worksheets, come in various forms depending on the platform and features offered. Below is a brief overview of some popular platforms used in language teaching:

2.1.1.1 Google Forms

Google Forms is often used to build simple quizzes and surveys. Its main strengths are its ease of creation, distribution, and automatic collection of responses into Google Sheets.

However, its functionality is mostly limited to multiple-choice, short-answer, and rating scales, making it less suitable for more complex interactive tasks (Erawan, 2022)

2.1.1.2 Kahoot!

Kahoot! is a gamified quiz platform that encourages engagement through real-time competition. Several studies show that Kahoot! can boost student motivation and attention, but its format is largely constrained to quick-response questions and is less suited for extended language production tasks (Sholihah et al., 2023).

2.1.1.3 Quizlet

Quizlet focuses on vocabulary learning, using flashcards, matching games, and quizzes. Research indicates that it is effective for vocabulary retention and independent learning, especially due to its gamification features. Yet, it is less capable for structured, integrated language-skill tasks (Aksel, 2021).

2.1.1.4 Quizzes

LMS quiz modules support more complex assessment capabilities: question banks, timed quizzes, detailed feedback, and automatic scoring. Moodle Quiz, for example, is highly flexible for both formative and summative assessment, though it requires more technical setup by instructors (Fernando, 2020).

2.1.1.5 Liveworksheets

In contrast to other online interactive platforms such as Google Form, Kahoot, Quizizz, or Quizlet, which are mostly limited to multiple-choice or gap-filling tasks, Liveworksheets provides a wider range of activity types (Alfina, 2023). Teachers can design exercises including multiple-choice, true-or-false, fill-in-the-blank, matching, drag-and-drop, word searches, crosswords, sentence reordering, and even jigsaw puzzles, making it a more versatile tool for language instruction (Asiri, 2024).

There are some advantages of Liveworksheets (Huynh et al., 2023) :

a) High accessibility

Liveworksheets can be accessed anytime and anywhere, allowing teacher to design materials easily and students to learn through multiple devices.

b) Effective formative assessment tool

The platform supports formative assessment by providing instant feedback, quick access without log-in, and unlimited task attempts until mastery (Monalisa et al., 2023)..

c) Support for integrated language skills

It offers activities to practice listening, speaking, reading, and writing along with grammar, vocabulary, and

pronunciation through diverse interactive formats (Huynh et al., 2023).

d) User friendly interface

Assignment is submitted simply via a link, while also supporting Student Centered Learning (SCL).

e) Environmentally sustainable

By reducing the reliance on printed materials, Liveworksheets helps minimize paper consumption and promotes environmentally friendly teaching practices (Huynh et al., 2023)

f) High flexibility in learning environments

Usable in both online and offline settings, for individuals or groups, with digital worksheets that are easy to share, reuse, and store.

g) Reduction of teacher workload

The platform streamlines lesson preparations, management, and assessment efficiently while also boosting students' learning motivation (Kopniak, 2018)

Although Liveworksheets provides many benefits, the platform still has several weaknesses. Audio files are limited to 5mb, which makes speaking and pronunciation tasks work better only when using headsets and microphones. Video materials can only be added through YouTube links, so teachers must upload videos there first. In free accounts, teachers can only create up to 30 private

worksheets, 10 workbooks (129 pages each), and register a maximum of 100 students, while larger needs require a paid subscription. From the assessment perspective, Liveworksheets can check pronunciation at the sound level but cannot fully measure fluency in real communication. In addition, it does not yet support collaboration features such as a co-authoring or real time group work, which are important for project-based learning (Huynh et al., 2023)

2.2 Blended Learning

2.2.1 The Development of Blended Learning

Blended learning has rapidly developed since the early 2000s, in line with advances in digital technology and the emergence of learning management systems (LMS), which have enabled institutions to integrate online and face to face instruction (Friesen, 2012). At its core, blended learning is defined as the deliberate combination of in person classroom instruction and online learning activities is a fusion of traditional and technology based teaching methods, offering increased flexibility and efficiency in the teaching and learning process (Graham, 2006). This approach has gained popularity among globally renowned universities due to its capacity to enhance learning standards, increase exam pass rates, provide time flexibility, and overcome geographical barriers (Kumar et al., 2021).

Blended learning incorporates a range of instructional components, including online and offline learning, interactive and self-paced study,

standardized and customized materials, structured and unstructured approaches, and the integration of diverse learning styles and platforms, supported by digital tools (Carmen, 2005). Further identifies several possible forms of blended learning, such as combining web-based technologies, such as virtual classroom, video streaming, collaborative tools, integrating various pedagogical theories, include constructivism, behaviorism, and merging learning with real word job tasks. One of the main strengths of blended learning lies in its temporal and spatial flexibility. Both academic institutions and private organizations are investing more resources to implement blended learning, aiming student engagement and achieving sustainable learning outcomes (Castro, 2019). Blended learning it as learning strategy that employs multiple implementation modes to improve learning outcomes while reducing instructional cost (Smith & Brame, 2017). Similarly, (Dziuban C, 2018) define it as a combination of classroom-based teaching methods involving both traditional and innovative techniques, such as virtual classrooms, CD-ROMs, online archiving, video streaming, and conference calls.

2.2.2 Benefits of Blended Learning for Students

In the context of English as a foreign Language (EFL) instruction, blended learning is regarded as a revolutionary approach that addresses the inequitable reliance on traditional teaching methods (The University of Central Florida, 2015). Rahim further emphasizes that student centered learning has become essential for most educational institutions.

Blended learning supports this need by facilitating collaborative learning task and allowing teachers to design activities that are aligned with students' individual needs (Rahim, 2019). Teachers in blended learning environments are responsible for designing learning settings that utilize both technological and physical resources to optimize learning outcomes. As such, blended learning is often considered an extension of traditional classrooms and has been referred to as the “new traditional model” (Dziuban, 2018) or even the “new normal” (Norberg et al., 2011). Blended learning has also demonstrated effectiveness in supporting students from diverse social and cultural backgrounds (Friesen, 2012). This approach provides students with autonomy and flexibility to manage their own learning pace, benefit from digital resources, and engage in face-to-face discussions and hands on classroom activities, enriching their overall learning experience (Alonso, 2005)

Furthermore, blended learning enables students to revisit online materials, such as recorded lectures, which helps reduce anxiety and improve retention of the material presented in class (Launer, 2010). Over time, students engaged in blended learning environments also tend to exhibit higher levels of digital literacy. These competencies extend beyond technical skills to include critical engagement with digital environments a skill fostered by hybrid nature of blended learning (Liu, 2016). Despite its many benefits, blended learning is not without challenges. Students may face distractions from social media that hinder focus and study planning or lack the technological literacy required to

fully benefit from blended learning environments (Graham, 2006). Some students also experience reduced social interaction, which can lead to feelings of isolation and doubts about the value of digital tools in fostering communication (Varthis, 2018). On the teachers' side, challenges include resistance to pedagogical change, low self-efficacy, increased workload and lack of preparedness for implementing blended learning (Alonso, 2005).

2.3 English for Junior High School

Teaching English at the junior high school level in Indonesia is fundamentally aimed at equipping students with the ability to communicate effectively, to access and process information, and to use English as a medium for fostering interpersonal relationships across diverse communities within the nation (Depdiknas, 2003). Building upon these broad objectives, the Merdeka Curriculum outlines more specific goals for English learning, namely to enable students to achieve functional communicative competence, to build awareness of English as a global language essential in the 21st century, and to foster intercultural understanding between language and culture (Kemdikbud, 2022).

Within this framework, the Merdeka Curriculum emphasizes holistic language development, integrating all six macro-skills—listening, speaking, reading, writing, viewing, and presenting—into the learning process (Merdeka Curriculum, 2022). For Grade 7, the learning goals are clearly defined: students are expected to understand and produce short oral and written texts of various types such as descriptive, narrative, and procedural, while also mastering fundamental grammatical structures including the simple present tense,

continuous tenses, and modal verbs (Widayati, 2024). These objectives highlight the importance of meaningful, communicative, and contextually relevant language tasks that not only enhance linguistic proficiency but also cultivate students' 21st-century competencies.

To achieve these aims, the Merdeka curriculum organizes language proficiency development into progressive phases. Phase A focuses on introducing English and basic spoken communication, while Phase B emphasizes oral proficiency with gradual exposure to written forms. In Phase C, both oral and written skills are more fully integrated, marking the end of the elementary level. Phase D advances the development of communicative competencies in both modalities, while Phases E and F aim toward achieving the CEFR B1 level of proficiency. The Advanced Phase, positioned above Phase F, strengthens higher-level oral and written skills with an emphasis on producing narrative, exposition, and discussion texts. This structured progression provides a clear trajectory for students, ensuring their gradual readiness for functional literacy aligned with international standards.

One of the defining features of this curriculum is the autonomy granted to schools, particularly the flexibility to develop and adapt teaching materials that best respond to their students' contexts and needs (Rahayu et al., 2022). To support this implementation, the Ministry of Education, Culture, Research, and Technology has published *English for Nusantara*, a textbook for seventh-grade students authored by (Damayanti, 2022). This textbook is carefully aligned with the Merdeka Curriculum and provides comprehensive coverage of the six skills, such as listening, speaking, reading, viewing, writing, and presenting—through

communicative and thematic units. It consists of six chapters, including The Beginning, About Me, Culinary and Me, Home Sweet Home, My School Activities, and This is My School, each designed to foster contextualized, meaningful, and engaging language learning experiences for students at the junior high school level.

2.4 Previous Studies

Based on the literature review, several studies were found that provide important insights for this research. These previous works not only offer a solid theoretical foundation, but also help in identifying the phenomena being studied more clearly. In addition, they serve as a useful reference for developing a systematic framework that guides the direction of this study. Therefore, the following review of related studies is presented to strengthen the theoretical understanding and to show how this research is positioned within the context of existing research.

A study conducted by Maharani and Hamid, (2024), entitled development of E-Worksheet based Task based Learning through Liveworksheets.com for high school students aimed to develop an electronic student worksheet (e-worksheet) based on the principles of task-based learning using the Liveworksheets platform. The research adopted the ADDIE model, which consists of analysis, design, development, implementation, and evaluation and was tested on eleventh grade students of SMK Perbankan Riau. The findings indicated that the developed worksheet was reliable, useful, and efficient in supporting learning activities. This study highlights the pedagogical potential

of Liveworksheets in designing task oriented digital materials that are appropriate for high school students.

Another study by Utami et al. (2023), entitled designing interactive workbook via Liveworksheets for reading skill at grade 10, specifically focused on the development of an interactive workbook for teaching reading English skills to tenth grade students. Using ADDE model-based Richey and Klein, the researchers developed materials consisting of announcement texts, recount texts, and narrative texts. The study involved 16 students from a senior high school in Tanjung Pinang. The validation process indicated only minor revisions were necessary, and the practical implementation showed that students responded positively. Furthermore, the workbook was found align well with the learning characteristic of generation Z students.

In a thesis project, Siti Fatimah Zulkifli (2019) investigated the development of an electronic module focusing on writing skills using Liveworksheets for students in a modern Islamic boarding school. The study utilized the 4D model (Define, Design, Develop, and disseminate) and involved several stages, including needs analysis, expert validation and classroom tryouts with students in grade XI IPS. Expert evaluations on language, content, and media aspects showed that the e-module achieved good to excellent ratings, indicating its appropriateness as a learning tool with only minor revisions required. Student perceptions were also generally positive, with many participants assessing the e-module as good or excellent. This study demonstrates the effectiveness of Liveworksheets in designing writing-focused

digital learning resources for senior high school students in a specific institutional context.

Subroto et al. (2024) conducted a quasi-experimental study entitled *The Effectiveness of Using Liveworksheets on Students' Reading Skill of Narrative Text at MAN Temanggung*. The research compared two groups of tenth-grade students: an experimental class taught using Liveworksheets and a control class using traditional paper-based worksheets. Each group consisted of 36 students, and data were collected through pretests, posttests, and questionnaires. The results showed a statistically significant improvement in reading skills for the experimental group ($p = 0.032$), demonstrating the effectiveness of Liveworksheets in enhancing reading comprehension. Additionally, students expressed highly positive perceptions of the platform, with over 90% acknowledging its benefits and rejecting the notion that it had significant drawbacks.

Although these studies provide valuable insights into the development and application of Liveworksheets in educational contexts, several gaps remain evident. First, most existing research has focused on single language skills, particularly reading or writing, without addressing the integration of all four English language skills (listening, speaking, reading, and writing). Second, the majority of studies were conducted at the senior high school level, while research at the junior high school level, especially in seventh grade, remains scarce. Third, prior studies have primarily emphasized the use of Liveworksheets as a digital supplement but have not extensively explored its

integration within a blended learning framework that combines online and face-to-face instruction.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed in the study as a systematic framework for addressing the research questions. It is organized into five main parts: research design, development procedures, research setting and participants, data collection covering data types and research instruments, and data analysis.

3.1 Research Design

This study employed Research & Development (R&D) method to research and develop a digital English workbook using Liveworksheets for junior high school students in blended learning context. The use of R&D was aimed at producing a specific educational product and testing its effectiveness in supporting the learning process (Sugiono, 2019). This research combined the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) to ensure a systematic process with clear and detailed stages of work. The model provided a structured framework that guided the researcher from needs analysis, instructional design, product development to evaluation of product feasibility. Such an approach was particularly beneficial in educational research as it minimized ambiguity and ensured that each was logically interconnected, thereby enhancing the reliability and validity of the findings (Branch, 2010). To further illustrate the application of the ADDIE framework in this study, figure 1 was presented as a visual representation to clarify the framework and the logical sequence of the research process.

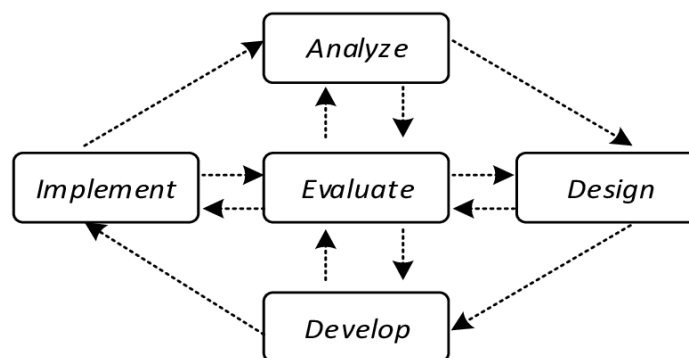


Figure 1 The Development Process of ADDIE Model

3.2 The Procedure of Research

In conducting this R&D research, the ADDIE model was employed as the guiding framework for designing and developing a digital English workbook by using Liveworksheets for junior high school in blended learning method. This outlined four essential stages, which are:

3.2.1 Analysis

The initial stage of this research was a needs analysis aimed at identifying existing problems and determining appropriate solutions for students and teachers. This analysis was essential to assess the feasibility of the learning media to be developed. At this stage, the researcher conducted two types of analysis, namely student needs analysis and curriculum analysis. The student needs analysis was carried out through a preliminary study in the form of classroom observation at the school where the researcher was conducted to examine the real conditions of teaching and the learning media commonly used. In addition, a preliminary study was also conducted through interviews with English teacher who taught seventh-grade students.

Meanwhile, the curriculum analysis was conducted by reviewing the Merdeka Curriculum implemented in the school. This process included examining documents such as syllabi, learning modules, textbooks or E-books, and other relevant instructional materials. The Merdeka curriculum was selected as a reference because it encouraged students to be active, creative, and technologically literate, which aligned with the objective of developing digital media using Liveworksheets.

The result of this stage was used as the foundation for designing the digital English workbook that met both students' learning needs and curriculum requirements. The findings from the needs analysis provided detailed information about students' learning preferences, difficulties, and levels of digital literacy, as well as the teacher's perspective on the current instructional challenges. Moreover, the curriculum analysis ensured that the developed media aligned with the learning objectives, competencies, and characteristics emphasized in the Merdeka Curriculum. Overall, the outcomes of this stage guided the formulation of learning objectives, content selection, activity design, and task types to be incorporated into the Liveworksheets-based digital workbook.

3.2.2 Design

At this stage, the researcher proceeded to the design phase, which served as the foundation for developing the digital English workbook. The design phase not only focused on creating a comprehensive blueprint but also ensured that the materials to be developed were aligned with

students' needs and the required basic competencies. The process began with selecting the core English language skills, such as reading, writing, listening, and speaking. Based on these competencies, one of the relevant topics chosen for the second semester is "*My School Activities*." This chapter focused on enabling students to describe their daily routines and activities at school using the Simple Present Tense. It covered vocabulary related to school subjects, facilities, and common activities, as well as expressions for talking about schedules, likes and dislikes, and daily habits. Through integrated skills reading short texts, writing simple paragraphs, listening to dialogues, and speaking about school experiences students learn to communicate meaningfully about their school life. This topic was selected by the researcher because it is closely connected to students' real-life experiences and supports the development of active, engaging, and contextual English learning.

Once the competencies and topics were determined, the researcher designed a question grid that served as a framework for developing exercises within the digital workbook. This grid maintained structure, aligned learning objectives, and supported the development of higher order thinking skills. The next step involved selecting appropriate stimuli, which played a crucial role in shaping the exercises. These stimuli included texts, images, and contextual scenarios created by the researcher or adapted from credible sources. Priority was given to stimulate that were contextual and relevant to students' real-life experiences. By doing so, the exercises created became practical and

meaningful, thereby fostering greater student engagement, motivation, and comprehension.

3.2.3 Development

In this stage, researchers prepared learning exercises and transformed them into an interactive format using the Liveworksheets platform. The process began with organizing the structure and layout of the digital workbook to create a visually appealing and user-friendly design. Various visual elements, such as images, fonts, colors, and illustrations, were carefully selected to ensure the content was clear, engaging, and aligned with the intended learning objectives. Through several stages of refinement, the initial design was gradually developed into a prototype and adjusted to align with curriculum requirements, resulting in the final version of the digital English workbook. In the final step, the completed workbook was uploaded to the Liveworksheets platform to become fully interactive, enabling it to function not only as a teaching material but also as a digital learning tool supporting students' 21st-century learning skills.

In addition to the product development process, validation activities were also conducted at this stage to determine the validity and feasibility of the developed product. The digital English workbook prototype was evaluated by two experts, a media expert and a content expert. The feedback received from the two experts was carefully reviewed and used as a basis for revising and improving the product. At the end of this stage, further revisions were made to ensure that the digital English workbook

met the required standards and was suitable for use as an effective learning tool in a research environment.

3.2.4 Implementation

Implementation is the fourth stage in this development research. In this stage, researchers implemented the Digital English Workbook using Liveworksheets in English learning activities for seventh-grade students at MTsN Kota Batu. The workbook was introduced to students during lessons, and they were guided on how to access and complete the activities using their devices. Students then completed several exercises provided in the digital workbook as part of their learning activities.

After using the digital workbook, researchers distributed student feedback questionnaires to gather their opinions and impressions of the developed media. The results obtained from student responses were carefully reviewed and used as important information to evaluate the quality of the product. Furthermore, the data collected during this stage, including student responses and feedback, served as the basis for further evaluation and minor revisions. This process helped ensure that the developed Digital English Workbook was appropriate, practical, and suitable for use in English learning activities.

3.2.5 Evaluation

Evaluation was the final stage of this development research, conducted after the digital workbook was piloted with seventh-grade students at MTsN Kota Batu. At this stage, the researchers carefully reviewed the results obtained from the student feedback questionnaire to

understand students' opinions, experiences, and difficulties when using the Digital English Workbook through the Liveworksheets platform. The feedback collected from the questionnaire was analyzed to identify product strengths as well as areas that still needed improvement, such as the clarity of instructions, activity layout, and the appropriateness of some exercises.

Based on these findings, several revisions were made incrementally to improve the overall quality and usability of the workbook. The revision process continued until the developed Digital English Workbook was deemed appropriate, practical, and suitable to support English learning activities for seventh-grade students. Through this evaluation stage, the final product was refined to ensure that it met the required standards and could be used effectively in a blended learning environment.

3.3 Setting and Participant

The study was conducted at MTsN 1 Kota Batu. The participants included 30 seventh grade students as the target users of the developed product and two English teachers. The school was chosen as the research site because no prior studies related to learning media development have been carried out there. Furthermore, the limited variety and used of technology-based learning media in the institution made it a relevant and suitable environment for conducting this research.

3.4 Data Collection

3.4.1 Data Type

This research employed both qualitative and quantitative data to provide a comprehensive understanding of the feasibility developed product. Qualitative data was obtained through interviews, student questionnaires, and validation sheets completed by content experts, media experts, English teachers, and students. These data served to gather constructive feedback, suggestions, and recommendations that are essential for refining and improving the digital workbook.

On the other hand, quantitative data was collected from students' readability questionnaires and feasibility ratings provided by content experts and media experts. These data were analyzed to produce objective measured of the products' appropriateness and feasibility in supporting the learning process. By combining both forms of data, this research applied a mixed-methods approach that ensured a more in-depth and reliable evaluation of the developed learning media.

This approach was consistent with Sugiono (2019), who argued that research and development (R&D) in education ideally combined qualitative data to explore phenomena with quantitative data to measure product feasibility and effectiveness. Similarly, Creswell (2005) emphasized that mixed methods research integrated the strength of both approaches, allowing researches to obtain more complete and academically accountable results.

3.4.2 Research Instruments

The instrument used in this research consist of non-tests instruments, including interview guidelines, observation guidelines, validation sheets, students' questionnaires, and supporting documents. These instruments were adapted from the instrument framework proposed by Romi Satria Wahono (2006), which is widely used for evaluating the feasibility of instructional media. The instruments were employed to collect data related to the feasibility of the digital English workbook developed within a blended learning method. At the evaluation stage, validation sheets are applied for expert testing, while questionnaires were distributed for user testing. In addition, five main instruments were utilized across different phases of the ADDE model, namely observation sheets, curriculum analysis, content validity, product quality assessment, and questionnaires for both teachers and students.

Questionnaires served as the primary method of data collection. According to Sugiono (2019), A questionnaire is a data collection technique in which respondents are given a list of written questions or statement to answer. In this research, questionnaires were designed to evaluate various aspects of media feasibility, including content relevance, material organization, assessment items, language, software, and visual presentation. The questionnaires were also administered to media experts, subject matter experts, teachers, and students as users obtained comprehensive feedback regarding the strengths and weakness of the product. This was also adopted from Romi Satria Wihono (2006). The

results if this evaluation were provided a strong foundation for improving and refining the digital English workbook.

3.5 Data Analysis

In this research, data was analyzed using both qualitative and quantitative approaches. Qualitative data was obtained from interviews and feedback from content experts, media experts, and teachers. These data were analyzed descriptively by following the framework of Miles and Huberman (1994), which included three main steps namely, data reduction, data display, and conclusion drawing. In addition, document analysis was carried out descriptively to strengthen the validity of the findings.

The product validation process involved several experts who directly try out the developed product. In addition, the experts were asked to complete a questionnaire designed to assess the suitability of the learning materials based on previously determined indicators. The quantitative data obtained from the experts' validation are then analyzed using a specific formula to calculate the product's validity level. To determine the average.

The following formula can be used:

$$P = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\%$$

The process of converting scores from raw data into scores corresponding to the questions can be seen in detail in Table 1.

Table 1 Validation Criteria (modified)

Percentage Interval	Category
81% - 100 %	Highly Feasible
61% - 80%	Feasible
41% - 60%	Fairly Feasible
21% - 40%	Not Feasible
<20%	Highly Unfeasible

Adopted from (Arikunto, 2013:35)

The product feasibility data was obtained from questionnaires completed by the students. The collected data was then analyzed quantitatively using a formula adapted from the study by Yamasari (2010). The results of the percentage calculation of learning implementation, as an indicator of product feasibility, can be seen in table 2 with formula as follows:

$$P = \frac{f}{n} \times 100$$

Table 2 Student response

Percentage Range	Category
81% - 100 %	Excellent
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
0% - 20%	Very Poor

Adopted from (Yamasari, 2010)

CHAPTER IV

RESULT OF THE DEVELOPMENT

This chapter presents the analysis of data obtained throughout the research process. The data focus on the feasibility of the English digital Workbook using Liveworksheets for seventh grade students on the topic *My School Activities*. The data was collected through four main stages of development, including analysis, design, development, and evaluation. The findings are derived from assessments by media expert, material expert, and users' test. Therefore, this chapter systematically describes how the quality of the developed product is evaluated and illustrated the extent to which the digital workbook meets the criteria of an appropriate, effective, and engaging learning medium for students.

4.1 Results

4.1.1 Result of the Analysis

The analysis stage was the first step in the development process, aimed to collect essential information related to research context. This stage was conducted to identify students' learning needs, classroom conditions, school facilities, learning media, and curriculum implementation. The data was obtained through observation and interviews. The findings from these 2 procedures provided a clear overview of the actual learning conditions and served the foundation for the subsequent design and development stages.

4.1.1.1 Observation

Observations were conducted twice, on October 14 and October 16, in classes A, B, and C during English teaching and

learning activities to examine instructional processes, media use, and student engagement. Additional observations were carried out to examine the school's learning environment and the curriculum application.

1. School's learning environment

a. The teaching process combines conventional and digital approaches

Classroom observation shows that English instruction in seventh grade still uses textbooks as the primary learning resources. However, teachers have begun integrating digital media such as learning videos, Quizizz, and interactive presentations to support material delivery. Before the use of digital media, learning activities were mostly teacher-centered and less interactive. After digital integration, classroom interaction becomes more dynamic, students show better focus, and learning activities run more effectively.

b. Digital learning media have been used, but interactive digital workbooks are not yet implemented

The teacher has utilized several digital platforms such as Google Form, Quizizz, and video-based instruction. Nevertheless, a specialized platform for creating interactive digital worksheets, such as LiveWorksheets, has not been applied. This indicates that

current digital learning practices focus more on material presentation and assessment, while structured interactive practice in the form of a digital workbook is still absent.

- c. School facilities support digital-based learning implementation

Observation confirms that every classroom is equipped with a projector, internet access is available, and students are permitted to use smartphones for learning purposes. These facilities provide strong support for integrating digital learning media into classroom activities. Therefore, implementing a digital workbook is feasible and relevant within the existing school infrastructure.

- d. Blended Learning has been practiced, but digital media remain limited

The teacher has implemented blended learning by sharing learning videos for students to study at home and discussing the content during face-to-face sessions. However, there is no structured digital exercise media to assess students' understanding before classroom meetings. Consequently, developing a digital workbook is expected to complement the ongoing blended learning system by providing interactive pre-class and post-class practice activities.

2. Curriculum Analysis

The study conducts curriculum analysis to ensure that the developed digital English workbook aligns with the instructional system implemented in the school. The school applies the national curriculum, Merdeka Curriculum, which emphasizes student-centered learning, competency-based instruction, and the integration of technology to support 21st – century skills. In addition, the school implements UKBM (Unit Kegiatan Belajar Mandiri) as a self-learning module designed by teachers to guide students in achieving learning objectives independently. UKBM provides structured learning tasks and exercises, however, in current practice, these materials are mostly distributed in printed form or as PDF files. Interactive digital workbooks are rarely used, resulting in limited student engagement and minimal opportunities for immediate feedback.

Therefore, the development of a digital English workbook using Liveworksheets is a relevant to enrich the exiting UKBM system. This digital workbook transforms learning materials into interactive exercises, supports independent learning, and aligns with the principles of Merdeka Curriculum that promote flexible and student-centered instruction.

4.1.2.1 Interview

Interview was conducted with two English teachers and two seventh grade students. These two teachers were chosen because they handled in seventh grade students. Each interview lasted approximately 6-7 minutes and focused on their experiences, challenges, and perspective of using digital learning media in English instruction.

Table 3 Participants information

No	Participants	Initials	Gender
1	Teacher 1	T1	M
2	Teacher 2	T2	F
3	Student 1	S1	M
4	Student 2	S2	F

1. Students' characteristics as digital natives influence their learning preferences

The interview results indicated that seventh grade students belonged to a generation that had grown up in a digital environment. As digital natives, they more familiar with technology and tended to understand learning materials more easily when these were delivered through digital media rather than conventional methods. This was supported by the teacher's statement:

“Digital media is very helpful, especially in today’s digital era. Students are born in the digital age, so they understand the material more easily when it is delivered through digital media. With digital media, students can grasp the material faster, and the teacher’s role becomes more of a facilitator.”
(T1)

In addition, another teacher highlighted students’ preferences and attitudes toward digital learning:

“Students tend to prefer digital learning. They are more enthusiastic, especially when they are allowed to use their smartphones. This makes them more motivated and active in participating in learning activities.” (T2)

This was also reinforced by students’ responses:

“I think it is fun because it is not boring, and it is easier to understand. Especially when there are pictures or audio, the material becomes clearer.” (S2)

Before the integration of digital media, classroom activities mainly relied on textbooks and verbal explanations, which often led to passive learning and limited student participation. However, after digital media were introduced, students became more engaged, responsive, and motivated to take part in learning activities. In this context, the role of the

teacher shifted into a facilitator, while digital media supported students in experiencing more independent, interactive, and meaningful learning.

2. Digital media enhance students' motivation and classroom engagement

The interview findings showed that the integration of digital media significantly increased students' motivation and engagement in learning English. Students expressed greater interest and enjoyment when learning activities involved interactive and technology-based media. This was reflected in the following responses:

“Yes, I am more interested because it is more fun and not monotonous. It also makes me more motivated to learn, especially when the design is attractive and there are many types of questions.” (S1)

“For me, it is very fun and more interesting. There are many kinds of question variations that are not available in the textbook or worksheet.” (S2)

These statements indicated that digital media provided a more engaging and varied learning experience compared to conventional methods. Previously, learning activities that relied mainly on textbooks and traditional exercises often made students feel bored and less involved. However, after digital

media were introduced, students became more active, enthusiastic, and willing to participate in learning tasks. This condition suggested that the use of digital media contributed positively to improving students' motivation and classroom engagement in English learning.

3. Students are familiar with using digital devices as learning tools

Students were increasingly familiar with using digital devices as part of their learning process. The interview results showed that use of digital media had already been introduced since the period of online learning, which gradually shaped students' habits in utilizing technology for educational purposes. This was supported by the teacher's statement:

"The use of digital media has been implemented since online learning, for example through e-learning. I also often use platforms like Quizizz and Google Form. For assignments, students sometimes work in groups to create videos and upload them on social media. In my opinion, digital media is quite effective and interesting for students." (T2)

This statement indicated that the students were not only exposed to digital tools but had also actively used them in various learning activities, both individually and collaboratively.

Furthermore, students were allowed to bring smartphones to school for learning purposes, which supported more flexible access to digital materials and activities. Compared to the previous condition, where mobile devices were rarely used in academic contexts, the current learning environment showed a significant shift. Digital devices now functioned as practical tools that helped students access learning resources, complete assignment and strengthen their understanding more independently.

4. English learning materials in seventh grade are suitable for digital workbook development

The interview results indicated that English learning material for seventh-grade students were highly adaptable to digital formats. Teachers emphasized that various types of texts and language components could be effectively developed into interactive digital activities, depending on how creatively the materials were designed. This was reflected in the following statements:

“For grade 7, materials such as descriptive text and procedure text are very suitable. Actually, all types of texts can be developed digitally, and all materials can be adjusted to available digital platforms.” (T1)

“All English materials can be delivered in digital or online form, especially listening, vocabulary, and different types of texts. It really depends on the teacher’s creativity.” (T2)

These responses showed that digital platforms provided flexibility in presenting various types of English materials. In previous practices, learning activities were often limited to printed worksheets, which offered less variation and tended to be less engaging. However, through the use of a digital workbook, the materials could be transformed into more interactive formats such as matching, drag-and-drop, multiple-choice, and short-answer tasks. As a result, learning activities became more varied, engaging, and effective in supporting students’ understanding.

4.1.2 Results of the Design

At the design stage, the researcher developed the initial blueprint of the product as the foundation for the media development process. This stage focused on systematically planning the content, layout, and structure of the digital workbook to ensure its suitability for students’ learning needs. The design process was carried out by considering the characteristics of seventh grade students, the learning objectives, and the blended learning model applied in the school. This stage was essential because it determined the direction of product development before entering the technical production phase.

4.1.2.1 Developing the questions

The first step in this stage was designing and determining the types of questions to be included in the digital workbook. The questions were developed based on the needs of seventh grade students and referred to the English textbook that developed by the school and the Nusantara English Students Book of the Merdeka Curriculum published by (Kemendikbud, 2022). The questions were constructed in accordance with the learning outcomes (CP) and learning objectives (TP) of the topic *My School Activities*, which covered the subtopics *my class schedule and school subjects*, *learning tips*, and *study habits*. To enhance students' engagement and comprehension, the materials were supported with relevant illustrations and animated images. The integration of visual elements in digital learning materials has been shown to improve students' motivation and understanding (Mayer, 2009).

4.1.2.2 Designing media

After determining the content and question types, the researcher designed the visual and structural layout of the digital English workbook to support blended learning implementation. The workbook was organized into three instructional units- based topic *My School Activities*. Unit 1 focused on *Class Schedule*, and *School Subjects*, unit 2 addressed *Learning Tips*, and unit 3 covered *Study habits*. Each unit was designed to develop students'

four main language skills, namely reading, listening, speaking, and writing, through a variety of interactive exercises.

The variations in question types and activity designs were adjusted to suit the characteristic of each material and to maintain students' engagement throughout the learning process. To help students easily distinguish between units, each unit was given a different color scheme and title layout, creating a clear visual identity and improving navigation within the workbook. The researcher also selected readable fonts, appropriate color combinations, and relevant images to enhance visual appeal and learning comfort. Effective visual organization and multimedia integration were applied to support better comprehension and motivation in digital learning environment.

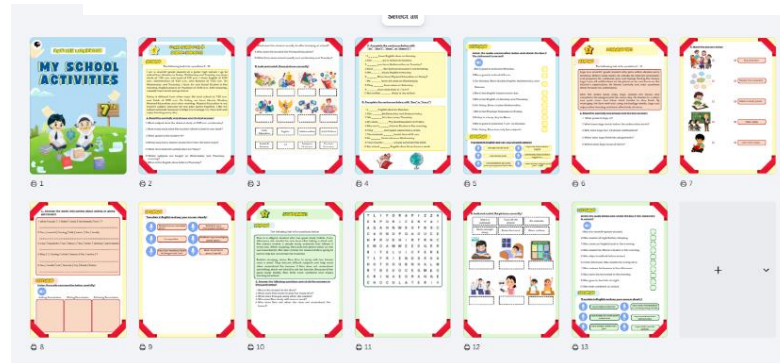
In addition to designing the media, the researcher prepared evaluation instruments in the form of validation sheets for material expert and media expert using rating-scale questionnaires. These instruments were adopted from Romi Satria Wihono (2006) also provided space for suggestions so that validators could offer constructive feedback for product improvement. Furthermore, a student response questionnaire was developed to measure students' perceptions of the workbook's attractiveness, usability, and suitability for their learning needs. The use of questionnaires as evaluation tools in development

research helped obtain systematic data on product feasibility (Sugiyono, 2013).

4.1.3 Result of the Development

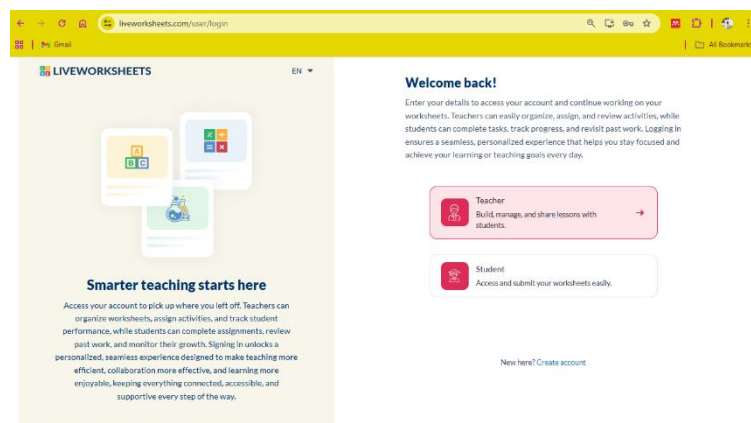
The development phase was the third stage of this research, conducted after the design of the digital English workbook had been completed. In this stage, the conceptual design was transformed into a tangible and functional product. The workbook's visual appearance was refined by adding supporting components such as appropriate color schemes, font selection, and illustrations to enhance and visual appeal. During this phase, all previously deigned worksheets were uploaded and integrated into the Liveworksheets platform to convert them into interactive digital activities. This process enabled each exercise to function dynamically, allowing students to complete the tasks online and receive immediate feedback. The illustrations used in the workbook were created using Canva to ensure that the design was engaging and aligned with students' characteristics. The entire development process was carried out over approximately two months after the design stage had been finalized. The following are the results of the development of the digital English workbook media.

Figure 2 The design of the digital English workbook



The initial stage of product creation involved designing the worksheets using Canva. Each unit of the digital workbook was intentionally developed with a distinct color scheme to help students easily differentiate between topics. Unit 1, School Subject and Class Schedules, was designed using a combination of blue and yellow. Unit 2, Learning Tips, applied a blend of yellow and pink. Unit 3, Study Habits, was presented in light green tones. The layout, typography, and visual elements in each unit were arranged systematically to ensure readability and to maintain students' engagement through the activities.

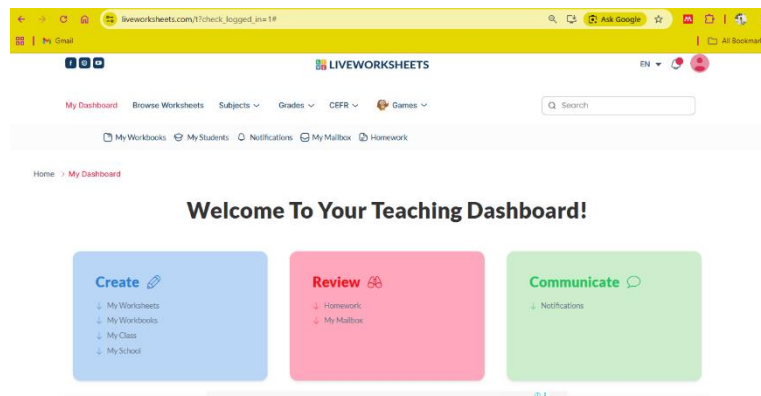
Figure 3 Login Page



After the design process had been completed, the worksheets were uploaded to the Liveworksheets website to transform them into

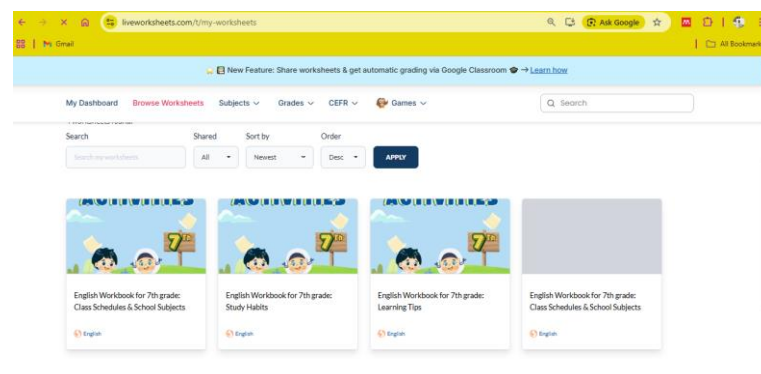
interactive digital exercises. Before uploading the materials, an account was created on the platform. the registration process required users to choose between registering as a “teacher” or “student.” In this case, registration was completed as a teacher to enable the creation and management of digital workbooks and worksheets.

Figure 4 Liveworksheets’s features



Liveworksheets provides several supportive features, one of which is the “Teaching Dashboard.” This feature includes the “Create” menu, which allows teachers to design and upload new worksheets or workbook. The “Review” feature enables teachers to monitor students’ scores and responses, while the “communicate” feature facilitates interaction between teachers and students. These tools support effective classroom management and make it easier to track students’ progress.

Figure 5 The products



The final product consisted of three digital workbooks representing the three units under the chapter *My School Activities*. Students were able to access the workbooks directly through the Liveworksheets website without creating an account. The teacher shared different links for each through the class group, allowing students to open and complete the exercise immediately.

Figure 6 Reading section of unit 1

CLASS SCHEDULES & SCHOOL SUBJECTS

READING

The following text is for questions 1 – 10

I am a seventh-grade student at a junior high school. I go to school from Monday to Friday. On Monday and Tuesday, my class starts at 7:00 a.m. and ends at 1:00 p.m. I study English at 8:00 a.m., Mathematics at 9:30 a.m., and Science at 11:00 a.m. On Wednesday and Thursday, I have Art and Social Studies in the morning. English class is on Thursday at 10:00 a.m. After studying, I usually have lunch and go home.

Friday is different from other days. We start school at 7:30 a.m. and finish at 11:00 a.m. On Friday, we have Islamic Studies, Physical Education, and class meeting. Physical Education is my favorite subject because we can play sports together. I like my school schedule because it helps me manage my time well and enjoy learning every day.

A. Read this carefully and choose one the best answer!

1. What subject does the student study at 9:30 a.m. on Monday?
2. How many days does the student attend school in one week?
3. What grade is the student in?
4. Which day has a shorter school day than other days?
5. What time does the school start on Friday?
6. Which subjects are taught in the morning on Wednesday and Thursday?
7. When is the English class held on Thursday?

Figure 7 Drag & Drop of Unit 1

10. What time does school usually end on Monday and Tuesday?

B. Look and match these pictures correctly!

Social & Science			
Civic Education	English	Mathematics	Art & Culture
	ICT	Religious Education	Physical Education

Figure 8 Writing section of unit 1

C. Complete the sentences below with "do", "don't", "does", or "doesn't"!

- I _____ have English class on Monday.
- She _____ go to school on Sunday.
- _____ you have Mathematics on Tuesday?
- Rani _____ like Science because it is interesting.
- We _____ study English every day.
- _____ Bima have Physical Education on Friday?
- He _____ have Art class on Wednesday.
- They _____ have class on Saturday.
- _____ your class start at 7 a.m.?
- My brother _____ study at my school.

D. Complete the sentences below with "has" or "have"!

- I _____ English class on Monday.
- She _____ Mathematics and Science today.
- We _____ Art class every Thursday.
- My class _____ Physical Education on Friday.
- Riko and I _____ Islamic Studies in the morning.
- They _____ Computer class twice a week.
- The students _____ break time at 10 a.m.
- He _____ Music class on Wednesday.
- Your teacher _____ a busy schedule this week.
- My school _____ English class three times a week.

 **LIVEWORKSHEETS**

Figure 9 Listening and Speaking section of unit 1

LISTENING

Listen the audio conversation below and check the box if the statement is correct!



- Bima goes to school on Monday. ☐
- Bima goes to school at 8 a.m. ☐
- On Monday, Bima studies English, Mathematics, and Science. ☐
- Bima has English lessons every day. ☐
- Bima has English on Monday and Thursday. ☐
- On Friday, Bima studies Mathematics. ☐
- Bima has Physical Education on Friday. ☐
- Friday is a busy day for Bima. ☐
- Bima goes to school at 7 a.m. on Monday. ☐
- On Friday, Bima has only two subjects. ☐

SPEAKING

Translate in English and say your answer clearly!

1. Hari apa hari ini, Budi?	4. Saya ada kelas Bahasa Inggris.
2. Hari ini hari Senin.	5. Jam berapa kelas bahasa Inggrismu?
3. Mata pelajaran apa yang kamu punya pada hari Senin?	6. Kelas bahasa Inggris pada jam 7 tepat.

 **LIVEWORKSHEETS**

Each unit contained several sections that covered essential English skills, including reading, writing, listening, speaking, and vocabulary activities. In unit 1, the reading section used multiple-choice questions, the writing sections applied fill-in-the-blank exercises, the listening section required students to check the correct boxes, and the vocabulary section included drag-and-drop activities.

Figure 10 Reading section of unit 2



LEARNING TIPS

READING

The following text is for questions 1 – 5

Argo is a seventh-grade student who joins online classes every weekday. Before class starts, he checks his Internet connection and prepares his notebook, pen, and laptop. During the lesson, Argo turns off notifications on his phone so he can focus on the teacher's explanation. He listens carefully and asks questions when he does not understand.

After the online class ends, Argo reviews the lesson and completes his assignments the same day. He studies in a clean and quiet room and takes short breaks to stay fresh. By managing his time well and using technology wisely, Argo can enjoy online learning and learn effectively at home.

A. Read this carefully and choose one the best answer!

1. What grade is Argo in? ▼

2. What does Argo check _____ before class starts? ▼

3. Why does Argo turn off _____? ▼

4. When does Argo finish _____? ▼

5. Where does Argo study _____? ▼

Blank grade

Seventh grade

Eighth grade

Ninth grade

Internet connection

Notifications

Assignments

Room

Figure 11 Vocabulary section of unit 2

8. Match the pictures below:







Pay attention

Review the materials

Make a study group

Take notes

Use mind maps

Figure 12 Writing and Listening section of unit 2

C. Arrange the words into correct about asking or giving permission!

1. I / offer / could / I / finish / class / homework / my ?

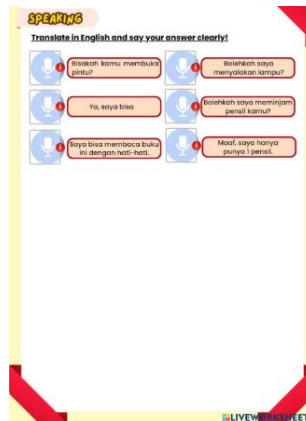
2. You / cannot / during / talk / exam / the / loudly

3. may / students / not / library / the / enter / without / permission

4. May / I / during / drink / lesson / the / water ?

5. You / could / not / borrow / my / book / today

Figure 13 Speaking section of unit 2



In unit 2, the reading section also used multiple-choice questions, while the vocabulary section included joining and matching pictures. The writing activity required students to arrange jumbled words into correct sentences. The listening task involved categorizing information into appropriate groups, followed by a speaking activity designed to encourage oral practice.

Figure 14 Reading section with puzzle of unit 3

3 STUDY HABITS

READING

The following text is for questions below

Rina is a diligent student who has good study habits. Every afternoon, she studies for one hour after taking a short rest. She always makes a simple study schedule and follows it every day. When studying, Rina puts her phone away so she can focus better. She also reviews her lessons before going to bed to help her remember the material.

Besides studying alone, Rina likes to study with her friends once a week. They discuss difficult subjects and help each other understand the lessons. If Rina does not understand something, she is not afraid to ask her teacher. Because of her good study habits, Rina feels more confident and enjoys learning at school.

A. Answer the following questions and circle the answers in the puzzle below!

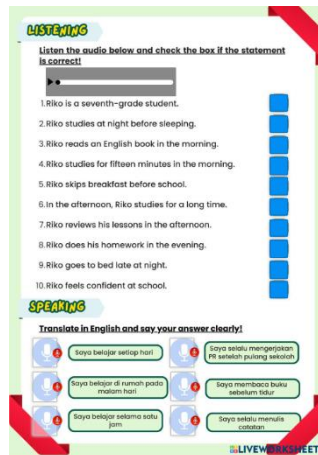
1. Who is the student in the story?
2. What does Rina make to plan her study time?
3. What does Rina put away when she studies?
4. Who does Rina study with once a week?
5. Who does Rina ask when she does not understand the lesson?

T	L	I	F	O	R	A	P	I	Z	Z	A
E	S	P	O	R	I	C	E	N	Y	A	I
A	Q	A	H	N	W	E	X	T	B	S	C
C	A	R	N	O	P	Q	A	O	U	C	E
H	P	R	U	D	N	I	R	T	R	H	C
E	M	O	A	M	W	E	E	D	G	E	R
R	I	T	E	L	U	I	C	F	E	D	E
T	L	F	R	I	E	N	D	S	X	U	A
H	O	T	D	O	G	B	N	H	A	L	M
R	T	B	E	U	O	C	E	G	M	E	O
C	R	I	N	A	E	O	R	A	N	G	E
C	H	O	C	O	L	A	T	E	R	I	Y

Figure 15 Vocabulary of unit 3



Figure 16 Listening and speaking section of unit 3



Unit 3 presented a reading activity in the form of a puzzle, vocabulary exercises using drag-and-drop tasks, listening activities with check the box questions, and a speaking section to strengthen students' communicative skills. Each unit was designed with varied task types to maintain students' interest and accommodate different learning styles.

Figure 17 Finish button



Figure 18 Worksheets validation

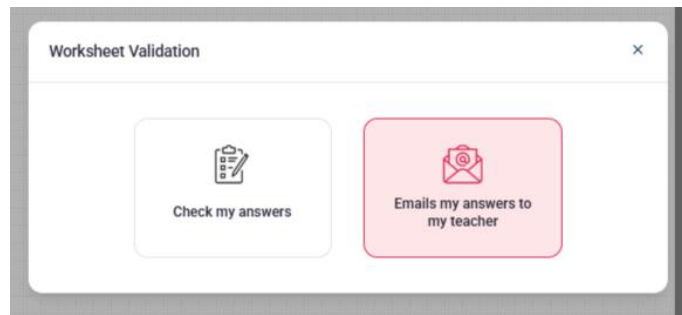


Figure 19 Student profile

A screenshot of a 'Worksheet Validation' dialog box, similar to Figure 18 but with a form. It has a title bar with a close button (X). The form contains four input fields arranged in a 2x2 grid. The top-left field is labeled 'Full name *', the top-right 'Group/level *', the bottom-left 'School subject *', and the bottom-right 'Teacher's email or key code *'. Below the fields are two buttons: a white 'Close' button on the left and a pink 'Submit' button on the right.

At the end of each workbook, students clicked the “Finish” button to indicate that they had completed the tasks. They were then given the option to select “check answers” to view their results immediately or “Send to the Teacher” to submit their work. Before submission, students were required to enter their personal information. Once submitted, students instantly received their scores along with feedback highlighting incorrect answers allowing them to identify mistakes and improve their understanding independently.

4.1.3.1 Result of Validation by Media Expert

The media expert validation result was obtained through an evaluation process aimed at assessing the quality of the digital English workbook developed in terms of design and technical aspects. The assessment was conducted using a five-point Likert-

based questionnaire consisting of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. This scale allowed the validator to provide an objective assessment for each evaluation indicator. A complete summary of the validation results was presented in Appendix 9, while the average validation scores of the media experts were summarized in Table 4.

The media expert validation instrument consisted of five main aspects, visual appearance, technical quality, interactivity, functional and pedagogical aspects, and overall feasibility. The visual appearance aspects evaluated the layout design, color combinations, typography, and readability of the text. The technical quality aspect examined the accessibility, ease of use, and absence of technical errors within the workbook. The interactivity aspect assessed how effectively the media engaged students in active learning. Meanwhile, the functional and pedagogical aspects analyzed the alignment of the media with learning objectives and its effectiveness in supporting the instructional process. Lastly, the overall feasibility aspect evaluated the readiness of the product to be implemented in classroom learning.

Table 4 Media Expert Validation Result

No	Aspects	Obtained Score	Maximum Score	Percentage
1	Visual Appearance	20	25	80%

2	Technical Quality	20	25	80%
3	Interactivity	16	20	80%
4	Functional and Pedagogical	16	20	80%
5	Overall Feasibility	8	10	80%
Total		80	100	80%
Category		Feasible		

Based on the data presented in the table above, the media validation process resulted in an overall score of 80%, which placed the product in the “Feasible” category. This result indicate that the developed digital English workbook met the minimum standards required for media quality and could be used in the learning process with appropriate consideration. Each evaluated aspect-visual appearance, technical quality, interactivity, functional and pedagogical aspects, and overall feasibility-consistently obtained a score of 80%. These percentage fell within the range of 61%-80% which signified that all assessed components satisfied the suggested that the product demonstrated balanced quality in terms of design, system performance, interactive features, and instructional support. In conclusion, the overall percentage of 80% confirmed that the digital English workbook was considered feasible and suitable for implementation in the teaching and learning process.

4.1.3.2 Result of Validation by Material Expert

The result of the material expert validation was obtained through an evaluation process aimed at examining the suitability of the content and academic quality of the developed digital English workbook. The assessment was conducted using a questionnaire based on a five-point Likert scale consisting of *strongly agree, agree, neutral, disagree, and strongly disagree*. This scale was used to provide measurable and systematic results from the validation analysis presented in Appendix 8, while the average results of the content expert validation are summarized in Table 5.

The material expert validation instrument consisted of several key aspects that served as the foundation for evaluating the quality of the content, namely content feasibility, construction of questions, and language and readability. The content feasibility aspect assessed the alignment of the materials with the learning objectives, their relevance to the curriculum, and the accuracy of the concept presented. The construction of questions aspect evaluated the clarity of instructions the variety of question types, and the suitability of the difficulty level for seventh-grade students. Meanwhile, the language and readability aspect examined the appropriateness of language use, sentence clarity, and the overall readability of the materials to ensure that could understand them easily.

The feasibility of the material was determined based on the percentage of scores obtained from the evaluation of 15 statement items. The collected data were then calculated and analyzed to identify the level of product eligibility. The following section presents the results of the feasibility test conducted by the material expert, which reflected the overall quality and suitability of the developed digital English workbook content.

Table 5 Material Expert Validation Result

No	Aspect	Obtained Score	Maximum Score	Percentage
1	Content Feasibility	26	30	86%
2	Construction of Questions	19	20	95%
3	Language and Readability	13	15	86%
4	Appropriateness	10	10	100%
Total		68	75	90,66%
Category		Highly Feasible		

Based on the data presented in the table above, the material validation results showed an overall percentage of 90.66%, placing the product in the "Highly Feasible" category and indicating that it is ready for implementation in the learning process. These results indicated that the developed digital English workbook met the required academic standards in terms of content and teaching quality.

Each evaluated aspect also demonstrated strong results. The content, language, and readability aspects scored 86%, indicating that the material was relevant to the learning objectives, aligned with the curriculum, and presented in clear and appropriate language for seventh-grade students. The construction of questions aspect achieved a score of 95%, reflecting that the instructions were clear, the question types varied, and the level of difficulty was appropriate for student abilities. Furthermore, the media suitability aspect achieved a perfect score of 100%, indicating that the material was highly compatible with the digital format and effectively supports the intended learning activities.

All these percentages fell within the range of 81% to 100%, indicating that each assessed aspect met the established feasibility criteria. Therefore, it can be concluded that the digital English workbook is highly feasible and suitable for implementation in the classroom.

4.1.4 Result of the Implementation

After the product was declared feasible based on validation results from media and subject matter experts, the next stage involved a trial with 30 seventh-grade students. This trial aimed to gather student feedback on the developed digital English workbook.

At this stage, researchers distributed a questionnaire consisting of 14 product-related evaluation items. The questionnaire was designed to collect data on the attractiveness, ease of use, and overall quality of

digital media based on student perceptions. The data collection process was conducted directly by asking all students to complete the provided questionnaire.

The data obtained from the questionnaire was then analyzed to determine the product's feasibility and acceptability. The result of the student responses test was presented in table 6. Based on this analysis, student evaluations of the developed digital English workbook can be clearly identified.

Table 6 Students' responses result

Statements	Frequency					Total Score	Obtain ed Score	%
	1	2	3	4	5			
1. Liveworksheets can be accessed easily	0	0	5	8	17	150	132	88%
2. Liveworksheets does not take long to load on students' devices	0	1	6	10	13	150	125	83%
3. Liveworksheets does not lag during use	0	1	7	11	11	150	122	81%
4. The operation is simple	0	0	8	8	14	150	126	84%
5. The questions presented in the media are clear and easy to understand	0	0	8	13	9	150	121	81%
6. The layout of the questions on Liveworksheets is neat, attractive, and does not distract students' focus	0	0	7	11	12	150	125	83%
7. The language used is easy to	0	0	8	13	9	150	121	81%

understand and communicative								
8. Liveworksheets can enhance student's learning motivation	0	0	4	12	14	150	130	87%
9. There is feedback provided after answering the questions	0	0	5	9	16	150	131	87%
10. The text is clearly readable	0	0	0	10	20	150	140	93%
11. Liveworksheet s display is attarctive and engaging	0	0	8	10	12	150	124	83%
12. The navigation button on Liveworksheet s are simple	0	0	2	14	14	150	132	88%
13. The navigation button on Liveworksheet s function properly	0	0	3	7	20	150	137	91%
14. The images, colors, and other visual elements are attarctive and appropriate to the material	0	0	0	13	17	150	137	91%
Total						2100	1803	86%
Category						Excellent		

Based on the results of the user trial analysis, it was found that the digital English workbook obtained an overall score of 86%, which placed it in the “Excellent” category. This means that the developed digital English workbook met the established eligibility criteria from a student perspective. Furthermore, the average trial scores confirmed that the media was deemed appropriate, engaging, and suitable for use in

supporting the learning process. Therefore, digital English workbooks in a blended learning approach are classified as highly feasible and capable of effectively supporting the implementation of hybrid or blended learning.

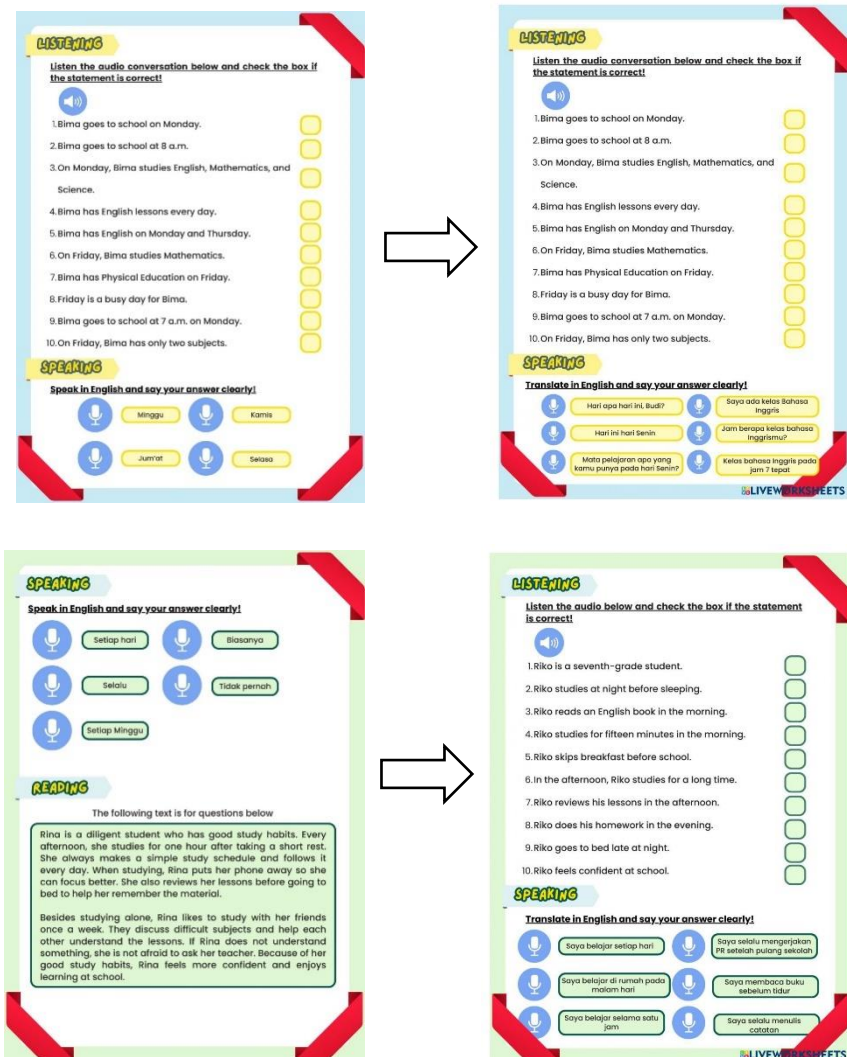
4.1.5 Result of the Evaluation

The evaluation phase was conducted as the final step of this development research after the validation and implementation phases were completed. At this stage, the researcher reviewed the suggestions from expert validation and feedback from student responses to improve the quality of the developed Digital English Workbook. Based on the material expert's suggestions, revisions were made to the speaking section. Previously, the speaking tasks primarily focused on vocabulary practice; however, the expert recommended that the activities also include sentence-based tasks. Therefore, the speaking sections in unit 1 Class Schedule and School Subjects and unit 3, Study Habits were revised by adding activities that require students to form simple sentences using the given vocabulary.

Furthermore, student feedback during the implementation phase indicated that they were very interested in using Liveworksheets-based media and found it enjoyable and engaging. However, some students suggested reducing or removing the advertising features on the website, as they could be distracting during the exercises. After considering all suggestions and feedback, the researchers conducted final revisions to

improve the product. These improvements resulted in the final version of the digital English workbook, which was deemed ready for larger-scale implementation.

Figure 20 Revision Result



4.2 Discussion

The findings of this study demonstrated that the development of a digital English workbook using Liveworksheets was both relevant and highly feasible in supporting English learning for seventh-grade students, particularly with in

a blended learning context. These results aligned closely with existing theories and previous studies, confirming the pedagogical value of integrating digital media into EFL instruction.

The results from the analysis stage revealed that the students showed strong preference toward digital-based learning. As identified in the interview findings, students were more engaged, motivated, and able to understand materials more easily when digital media were used. This finding supported the concept of students as digital natives, who are naturally accustomed to technology and tend to respond better to interactive and visually rich learning environments. This is in line with Tsiqah and Arini (2022), who emphasized that digital literacy integration in EFL learning promotes a shift from teacher-centered to student-centered instruction. In this study, the role of the teacher also shifted into a facilitator, while students became more active participants in constructing their own understanding through digital activities.

Moreover, the findings indicated that prior to the use of digital media, classroom practices were largely conventional, relying on textbooks and verbal explanations. This often resulted in passive learning and low student engagement. However, after digital media were introduced, students became more active, responsive, and motivated. This transformation supported the theory proposed by Ryabchikova (2020), which stated that interactive digital worksheets encourage active participation, foster learning autonomy, and enhance language acquisition. The use of varied task types in the developed workbook, such as matching, drag-and-drop, multiple choices, and listening

activities, provided opportunities for students to engage with the material in multiple ways, thus improving their comprehension and retention.

In addition, the use of Liveworksheets as the main platform in this study proved to be highly appropriate. The validation results showed that the product was categorized as *feasible* by media expert (80%) and *highly feasible* by material experts (90.66%). These results confirmed that the digital workbook met both technical and pedagogical standards. This finding was consistent with Huynh et al. (2023), who highlighted that Liveworksheets offers high accessibility, supports integrated language skills, and provides immediate feedback, which are essential features for effective learning. Furthermore, the platform's ability to deliver automatic grading and real time feedback aligned with the theoretical framework stating that such features can enhance and reduce students' anxiety in learning (Tsiqah & Arini, 2022).

The students' response results (86%) further strengthened these findings, indicating that the digital workbook was not only feasible but also highly engaging from the students' perspective. Students reported that the media was interesting, varied, and helped them understand the material better. This result was in line with previous study by Utami et al. (2023), which found that interactive workbooks developed through Liveworksheets received positive responses and were suitable for generation Z students. Similarly, Subroto et al. (2024) demonstrated that the use of Liveworksheets significantly improved students' reading skills and received positive perceptions from students. Therefore, this study reinforced the idea that digital worksheets are effective tools for enhancing both engagement and learning outcomes.

Another important finding of this study was compatibility of the developed digital workbook with the Merdeka Curriculum and the existing UKBM system. Although UKBM had already been implemented as a self-learning module, it was mostly limited to printed or pdf formats, which lacked interactivity. The integration of a digital workbook enriched this system by transforming static materials into dynamic and interactive learning experiences. The finding supported Rahayu et al. (2022), who emphasized that the Merdeka Curriculum encourages flexibility and innovation in developing teaching materials based on students' needs. The developed workbook also aligned with curriculum goals by integrating multiple language skills, reading, writing, listening, and speaking), which are essential competencies at the junior high school level (Kemendikbud, 2022).

Furthermore, this study highlighted the feasibility of implementing the digital workbook within a blended learning approach. The findings showed that blended learning had already been partially applied through video-based instruction and classroom discussions, but lacked structured digital practice. The developed workbook filled this gap by providing interactive exercises that could be completed both before and after face-to-face sessions. This supported Graham (2006). definition of blended learning as a combination of online and in-person instruction designed to enhance learning effectiveness. In addition, the feasibility of blended learning in this study was consistent with previous study. Kumar et al. (2021).stated that blended learning improves learning outcomes, increases flexibility, and enhances student engagement. Similarly, Castro (2019) and Dzuban (2018) emphasized that blended learning creates more

dynamic learning environment by integrating various instructional modes and technologies. In this study, students were able to access material independently through digital workbooks while still benefiting from in-class interaction and discussion, which enriched their overall learning experience.

Moreover, the flexibility offered by blended learning allowed students to learn at own pace, revisit materials, and practice independently, which aligned with the findings of Alfonso (2005) and Liu (2016). These studies suggested that blended learning not only improves academic performance but also enhances digital literacy and learner autonomy. The result of this study confirmed these claims, as students became more independent and confident in completing tasks using digital tools.

However, despite its strengths, this study also acknowledged some limitations, particularly related issues such as internet connectivity and device availability, which were also identified in previous studies (Graham, 2006). These challenges indicated that while digital and blended learning approaches are effective, their implementation still depends on adequate infrastructure and technological readiness.

In conclusion, the discussion showed that the findings of this study were strongly supported by both theoretical frameworks and previous studies. The development of a digital English workbook using Liveworksheets not only addressed the identified learning needs but also enhanced student engagement blended learning practice. Therefore. This study contributed to growing body of research emphasizing the importance of integrating interactives digital media in EFL learning, particularly at the junior high school level.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusions and provided several recommendations regarding the developed learning media. It summarized the main findings of the study and offered suggestions.

5.1 Conclusion

Based on the results of the research and the discussion presented in chapter IV, several conclusions were drawn. First, the development of the digital English workbook in the blended learning method followed the ADDE model, consisted of four stages, analysis, design, development, and evaluation. Through these stages, the researcher systematically designed and produced the final version of the digital workbook based on the identified needs, planned design, and development procedures that had been out during carried out during the research process.

Second, the feasibility of the digital English workbook was evaluated through expert validation. The results of the media expert validation showed a percentage score of 80%, which placed the product in the “Feasible” category. Meanwhile, the validation conducted by the material expert produced a higher score of 90.66%, indicating that the content of the workbook was categorized as “Highly Feasible.” These results demonstrated that the developed digital English workbook met the necessary standards in terms of both media design and instructional content, making it appropriate to be used as a learning media for the topic “*My School Activities*” in English classes.

Third, the product was further evaluated through a user trial conducted with 30 seventh-grade students from the selected school. The results of the trial indicated an overall percentage score of 86%, which placed the product in the “Highly Feasible” category. The students’ responses showed that the digital English workbook in blended learning method was visually engaging, the learning materials were clearly presented, and the exercising provide in the workbook effectively supported students in practicing and understanding the learning content. Overall, the findings confirmed that the developed digital English workbook was appropriate and attractive as a learning media to support English teaching and learning activities.

5.2 Suggestion

Based on the quality of the developed product, as well as the limitations and weaknesses identified in the research, several recommendations were proposed for future improvement and further development. These suggestions were intended to enhance the effectiveness and wider use of the digital English workbook as a learning medium. For teachers, it was recommended that the digital English workbook be utilized as a supporting learning medium within a blended learning approach. Through this approach, students could complete the exercises independently at home using the digital workbook, while the discussion and clarification of answers could be carried out during classroom meetings. This method was expected to create a more flexible learning environment and encourage students to participate more actively in the learning process. For students, it was suggested that they use the digital English workbook as an additional learning resource outside the classroom. By

accessing and practicing the exercises independently, students could strengthen their understanding of the material and improve their motivation in learning English, particularly in completing exercises related to the topic *School Activities*.

Furthermore, several recommendations were proposed for future researchers. First, since this study was limited by the absence of long-term implementation, future studies were expected to conduct broader implementation over a longer period time. In addition, the developed materials could be expanded to cover a wider range of topics, not only a single unit, but ideally all chapters in the seventh-grade English curriculum. Second, it was also recommended that the product be tested in more than one school so that its effectiveness could be evaluated in different learning environments and the product could be further improved for broader educational use.

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APPENDICES

Appendix 1 Observation Guidelines

LEMBAR OBSERVASI

Judul Penelitian : Designing a Digital English Workbook Using
Liveworksheets for Junior High School Students in
Blended Learning Method

Objek Penelitian : Siswa SMP/MTs Kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul 'Ainiyah

Tanggal Pelaksanaan :

No	Aspek	Indikator	Ya/Tidak	Keterangan
1	Observasi Kurikulum dan Kebutuhan Pembelajaran	Kurikulum yang digunakan mendukung pengembangan media pembelajaran digital		
2		Kompetensi dasar yang diajarkan relevan dengan pengembangan digital workbook		
3		Guru dan siswa memerlukan media digital interaktif untuk mendukung pembelajaran bahasa Inggris		
4	Observasi Respon Siswa dan Lingkungan Belajar	Guru menjelaskan materi dengan metode ceramah, diskusi, atau berbasis proyek		
5		Siswa aktif bertanya, berdiskusi, dan menjawab pertanyaan selama pembelajaran		
6		Guru menggunakan media digital (PowerPoint, video, LiveWorksheets, atau lainnya) selama mengajar		
7		Siswa langsung terlibat penggunaan dalam media digital selama pembelajaran		

8	Observasi Perangkat dan Media Pembelajaran	Siswa menunjukkan ketertarikan dan antusiasme terhadap media pembelajarn digital		
9		Siswa dapat belajar mandiri dengan bantuan media digital		
10		Hambatan teknis atau nonteknis yang muncul selama pembelajaran menggunakan media digital		
11		Sekolah menyediakan perangkat pendukung, seperti Wi-Fi, Computer, Projektor, untuk pembelajaran berbasis digital		

Appendix 2 Result of the Observation

LEMBAR OBSERVASI

Judul Penelitian : Designing a Digital English Workbook Using Liveworksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs Kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul 'Ainiyah

Tanggal Pelaksanaan : 14 & 16 Oktober 2020

No	Aspek	Indikator	Ya/Tidak	Keterangan
1	Observasi Kurikulum dan Kebutuhan Pembelajaran	Kurikulum yang digunakan mendukung pengembangan media pembelajaran digital	✓ (Ya)	menggunakan kurikulum Merdeka
2		Kompetensi dasar yang diajarkan relevan dengan pengembangan digital workbook	✓ (Ya)	Relevan dengan Tujuan Pembelajaran
3		Guru dan siswa memerlukan media digital interaktif untuk mendukung pembelajaran bahasa Inggris	✓ (Ya)	Guru menggunakan media digital dalam proses pembelajaran
4	Observasi Respon Siswa dan Lingkungan Belajar	Guru menjelaskan materi dengan metode ceramah, diskusi, atau berbasis proyek	✓ (Ya)	Guru tetap menggunakan metode ceramah, diskusi, dan proyek selama KBM
5		Siswa aktif bertanya, berdiskusi, dan menjawab pertanyaan selama pembelajaran	✓ (Ya)	Sebagian yang aktif bertanya
6		Guru menggunakan media digital (PowerPoint, video, LiveWorksheets, atau	✓ (Ya)	Guru seringkali menggunakan Youtube, 5 form,

		lainnya) selama mengajar		Selama KBM
7		Siswa langsung terlibat penggunaan dalam media digital selama pembelajaran	✓ (Ya)	Siswa diperbolehkan menggunakan HP ketika KBM
8	Observasi Perangkat dan Media Pembelajaran	Siswa menunjukkan ketertarikan dan antusiasme terhadap media pembelajaran digital	✓ (Ya)	lebih banyak yang bertanya dan inovatif
9		Siswa dapat belajar mandiri dengan bantuan media digital	✓ (Ya)	Terdapat UKBM berbentuk ppt
10		Hambatan teknis atau nonteknis yang muncul selama pembelajaran menggunakan media digital	✗ (Tidak)	Tidak terjadi dan sangat jarang
11		Sekolah menyediakan perangkat pendukung, seperti Wi-Fi, Computer, Projektor, untuk pembelajaran berbasis digital	✓ (Ya)	Sekolah menyediakan Wi-Fi, Projektor, LCD, lab komputer untuk pembelajaran

Appendix 3 Students Interview Guidelines

No	Pertanyaan	Tujuan Pertanyaan	Jawaban
1	Menurut kamu, selama ini media apa saja yang biasanya digunakan guru saat pelajaran Bahasa Inggris?	Mengetahui media yang digunakan guru	
2	Menurut kamu, bagaimana penggunaan media digital dalam pelajaran Bahasa Inggris?	Mengetahui pandangan siswa tentang media digital	
3	Menurut kamu, bagaimana kalau pembelajaran Bahasa Inggris dilakukan dengan sistem <i>Blended Learning</i> ?	Mengetahui persepsi tentang blended learning	
4	Menurut kamu, apa kelebihan dan kekurangan menggunakan media digital dalam belajar Bahasa Inggris?	Mengetahui kelebihan dan kekurangan media digital	
5	Apakah kamu lebih tertarik belajar menggunakan media digital dibandingkan cara biasa? Kenapa?	Mengetahui minat siswa terhadap media digital	

Appendix 4 Teacher Interview Guidelines

No	Pertanyaan	Tujuan Pertanyaan	Jawaban
1	Bagaimana pandangan Bapak/Ibu terhadap penggunaan media digital dalam pembelajaran Bahasa Inggris?	Mengetahui persepsi guru tentang media digital	
2	Apakah Bapak/Ibu pernah menggunakan Liveworksheets sebelumnya? Jika ya, bagaimana? Dan jika tidak, apa yang biasa Bapak/Ibu gunakan?	Menggali pengalaman guru terhadap platform	
3	Seberapa sering Bapak/Ibu menggunakan media digital dalam pembelajaran dan apa saja kendala yang biasanya dihadapi saat menggunakannya?	Mengetahui hambatan implementasi media	
4	Menurut Bapak/Ibu, materi apa yang cocok dikembangkan dalam bentuk digital workbook?	Menentukan kebutuhan konten	
5	Bagaimana respon siswa terhadap pembelajaran berbasis media digital?	Menilai efektivitas dan antusiasme siswa	
6	Apakah pembelajaran blended learning sudah pernah diterapkan sebelumnya khususnya pada mata pelajaran Bahasa Inggris? Dan apakah terdapat kendala dari penerapan blended learning?	Mengetahui penerapan dan kendala blended learning	

Appendix 5 Result of Students Interviews

Transkrip Wawancara dengan 2 Peserta Didik Kelas 7

Hari/Tanggal : Jum'at, 31 Oktober 2025

Pukul : 09.25 WIB – selesai

Tempat : Perpustakaan sekolah

Peneliti	Menurut kamu, selama ini media apa saja yang biasanya digunakan guru saat pelajaran Bahasa Inggris?
S1	Biasanya sih pakai buku paket sama papan tulis, kak. Kadang juga pakai video atau powerpoint. Terus pernah juga pakai Quizizz, Youtube dan Google Form buat latihan.
S2	Untuk media tentunya menggunakan buku LKS atau buku paket. Kadang juga Bapak/Ibu guru menggunakan You tube, flashcard, Quipper, dan yang lainnya.
Peneliti	Menurut kamu, bagaimana penggunaan media digital dalam pelajaran Bahasa Inggris?
S1	Menurut saya seru sih, Kak. Soalnya ngga bikin bosan, terus lebih gampang paham juga. Apalagi kalau ada gambar atau suara, jadi lebih jelas materinya.
S2	Kalau saya sangat seru dan lebih meanarik. Banyak macam variasi soal yang belum ada di buku paket/LKS.
Peneliti	Menurut kamu, bagaimana kalau pembelajaran Bahasa Inggris dilakukan dengan sistem <i>Blended Learning</i> ?

S1	Menurut saya bagus sih, Kak. Jadi kita bisa belajar duu di rumah, nanti di kelas tinggal bahas yang belum paham. Jadi lebih siap pas pelajaran.
S2	Blended learning itu online-offline gitu ya? Sejauh ini enak sih karena kita juga pake UKBM yang itu memang dikerjakan dari rumah. Kalau bentuknya digital malah lebih enak, karena tidak perlu dikerjakan di kertas.
Peneliti	Menurut kamu, apa kelebihan dan kekurangan menggunakan media digital dalam belajar Bahasa Inggris?
S1	Kelebihannya lebih seru dan nggak membosankan. Terus juga bisa langsung tahu jawaban benar atau salah. Tapi kekurangannya kadang internetnya atau jaringannya lemot, jadi susah akses.
S2	Kelebihannya menurut saya lebih praktis, Kak. Soalnya bisa langsung dikerjain di HP dan ada feedbacknya juga. Tapi kekurangannya kadang terkendala sinyal atau kuota, jadi ga selalu lancar.
Peneliti	Apakah kamu lebih tertarik belajar menggunakan media digital dibandingkan cara biasa? Kenapa?
S1	Iya, lebih tertarik, soalnya lebih seru dan nggak monoton. Jadi lebih semangat juga buat belajar, apalagi kalau tampilannya menarik dan ada banyak variasi soal.
S2	Lebih suka pakai media digital. Soalnya lebih variatif dan tidak bikin bosan. Jadi lebih semangat buat belajar dibanding cuma pakai buku saja.

Appendix 6 Result of Teacher Interviews

Transkrip Wawancara dengan Guru Bahasa Inggris Kelas 7

Hari/Tanggal : Kamis-Jum'at/13-14 November

Pukul : 13.00 WIB – selesai

Tempat : Ruang Guru

Peneliti	Bagaimana pandangan Bapak/Ibu terhadap penggunaan media digital dalam pembelajaran Bahasa Inggris?
T1	Media digital sangat membantu, terutama di era sekarang yang sudah serba digital. Anak-anak saat ini lahir di zaman digital, sehingga mereka lebih mudah memahami materi jika disampaikan melalui media digital. Berbeda dengan generasi sebelumnya. Dengan penggunaan media digital, siswa menjadi lebih cepat paham. Peran guru pun lebih sebagai fasilitator. Jadi menurut saya, penggunaan media digital sangat baik dan saya sangat mendukungnya.
T2	Penggunaan media digital sudah pernah diterapkan sejak masa pembelajaran daring, misalnya melalui e-learning. Selain itu, saya juga sering menggunakan <i>platform</i> seperti Quizizz. Untuk tugas, siswa kadang diminta bekerja dalam kelompok untuk membuat video dan mengunggahnya ke media sosial. Menurut saya, media digital cukup efektif dan menarik bagi siswa.
Peneliti	Seberapa sering Bapak/Ibu menggunakan media digital dalam pembelajaran dan apa saja kendala yang biasanya dihadapi saat menggunakannya?

T1	Biasanya saya menggunakan media digital pada awal pertemuan, yaitu di pertemuan pertama dan kedua untuk pemyampain materi. Pada pertemuan ketiga dan keempat biasanya sudah tahap penilaian. Dan untuk kendala itu, yang paling sering adalah kendala teknis, seperti koneksi interner yang lambat. Selain itu peserta didik ada yang terbatas dengan Handphone, tapi untuk fasilitas di sekolah sendiri sudah sangat memadai, ada lab komputer dan proyektor di setiap kelas.
T2	Saat ini, penggunaan e-learning sudah jarang karena pembelajaran sudah kembali tatap muka. Biasanya materi disampaikan secara langsung di kelas. Namun, media digital masih digunakan sebagai pendukung, misalnya untuk evaluasi atau penugasan tertentu. Dan untuk kendala sering kali terjadi di bagian jaringan atau wifi.
Peneliti	Menurut Bapak/Ibu, materi Bahasa Inggris apa yang cocok dikembangkan dalam bentuk digital workbook?
T1	Untuk kelas 7, materi seperti <i>descriptive text</i> dan <i>procedure text</i> sangat cocok. Sebenarnya semua jenis teks bisa dikembangkan secara digital dan semua materi dapat disesuaikan dengan platform digital yang ada.
T2	Untuk materi Bahasa Inggris semuanya bisa dalam bentuk digital/online, terutama <i>listening</i> , <i>vocabulary</i> , dan berbagai macam teks, tergantung kreativitas gurunya saja.
Peneliti	Bagaimana respon siswa terhadap pembelajaran berbasis media digital?
T1	Respon siswa sangat positif. Mereka lebih antusias, aktif, dan tertarik dalam pembelajaran. Hal ini karena materi yang sudah disesuaikan

	dengan kemampuan dan karakteristik siswa, sehingga penggunaan media digital menjadi lebih efektif dan tepat sasaran.
T2	Siswa cenderung lebih menyukai pembelajaran digital. Mereka terlihat lebih antusias, terutama jika diperbolehkan menggunakan handphone dalam pembelajaran. Hal ini membuat mereka lebih semangat dan aktif dalam mengikuti kegiatan belajar.
Peneliti	Apakah Bapak/Ibu pernah menggunakan Liveworksheets sebelumnya? Jika ya, bagaimana? Dan jika tidak, apa yang biasa Bapak/Ibu gunakan?
T1	Sepertinya saya belum pernah menggunakan Liveworksheets. Saya biasanya menggunakan video yang saya buat sendiri atau saya <i>upload</i> di Google drive. Selain itu, saya juga menggunakan Class Point, Quizizz, Google Form, tergantung pada materi yang diajarkan. Sebenarnya semua materi bisa disesuaikan dengan <i>platformnya</i> , tergantung kreativitas gurunya. Namun, saya lebih sering menggunakan platform yang sudah saya kuasai dan nyaman digunakan.
T2	Saya belum tahu dan belum pernah menggunakan media tersebut. Saya biasanya menggunakan e-learning yang dari sekolah dan Wordwall itu saja. Tapi kalo dilihat dari fiturnya, boleh saya coba menggunakan Liveworksheets untuk pembelajaran.
Peneliti	Apakah pembelajaran blended learning sudah pernah diterapkan sebelumnya khususnya pada mata pelajaran Bahasa Inggris? Dan apakah terdapat kendala dari penerapan blended learning?

T1	Ya, sering. Saya biasanya memberikan vidio pembelajaran untuk ditonton di rumah. Siswa diminta memahami materi terlebih dahulu, kemudian keesokan harinya didiskusikan bersama di kelas. untuk kendala utamanya fasilitas yang dimiliki siswa. Tidak semua siswa memiliki perangkat yang memadai.
T2	Ya, blended learning masih sangat relevan. Siswa sekarang sudah terbiasa dengan pembelajaran online maupun offline. Apalagi generasi sekarang adalah generasi Z, sehingga guru perlu menyesuaikan metode pembelajaran. Oleh karena itu, kombinasi antara pembelajaran daring dan luring masih sangat efektif. Untuk kendala mungkin seringkali karena ada masalah jaringan. Selain itu, tidak semua siswa memiliki kedisiplinan belajar mandiri di rumah, mangkannya perlunya dampingan dari orang tua juga.

Appendix 7 Material Expert Validation Guidelines

LEMBAR VALIDASI AHLI MATERI

Judul penelitian : Designing a Digital English Workbook using Liveworksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul ‘Ainiyah

Ahli Materi :

Petunjuk :

1. Lembar validasi ini bertujuan memperoleh masukan dari Bapak/Ibu sebagai ahli materi mengenai kualitas *digital English workbook* melalui Liveworksheets yang dikembangkan.
 2. Pendapat, penilaian, saran, dan kritik Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas *digital English workbook*.
 3. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda *check* (✓) pada kolom yang tersedia.
- keterangan
- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = setuju
- 4 = Sangat Setuju
4. Komentar dan saran Bapak/Ibu dapat ditulis pada kolom yang tersedia.
 5. Terima kasih atas kesediaan BapK/Ibu dalam memberikan penilaian.

A. PENILAIAN MATERI/ISI

No	Aspek	Indikator	1	2	3	4	5
1	Kelayakan Isi (<i>Content Feasibility</i>)	Soal sesuai dengan capaian pembelajaran dan tujuan pembelajaran					
2		Topik soal relevan dengan konteks kehidupan siswa					
3		Isi soal sesuai dengan kemampuan kognitif siswa dan tidak menimbulkan multitafsir					

4		Soal dan teks bacaan mendukung keterampilan bahasa					
5		Terdapat umpan balik terhadap hasil evaluasi					
6		Evaluasi konsisten dengan tujuan pembelajaran					
7	Konstruksi Soal	Petunjuk pengerjaan soal jelas, mudah dipahami, dan tidak membingungkan siswa					
8		Soal memiliki variasi bentuk seperti <i>multiple choice</i> , <i>matching</i> , <i>drag and drop</i> , <i>fill in the blank</i> , dan <i>reorder sentences</i>					
9		Tingkat kesulitan soal disesuaikan dengan kemampuan siswa					
10		Stimulus (gambar, teks, audio, atau video) mendukung pemahaman siswa terhadap soal.					
11	Bahasa dan Keterbacaan (<i>Language Readability</i>)	Struktur kalimat, ejaan, dan tata bahasa dalam soal sesuai kaidah bahasa Inggris yang benar					
12		Bahasa yang digunakan komunikatif dan mudah dipahami oleh siswa					
13		Istilah dan pertanyaan yang digunakan tepat dan sesuai					
14	Kesesuaian Media (<i>Liveworksheets</i>)	Soal dapat berfungsi dengan baik dan dapat diakses dimana saja dan kapan saja					
15		Tampilan <i>layout</i> soal di <i>Liveworksheets</i> rapi, menarik, dan tidak mengganggu fokus siswa					

B. KOMENTAR DAN SARAN

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Appendix 8 Media Expert Validation Guidelines

LEMBAR VALIDASI AHLI MEDIA

Judul penelitian : Designing a Digital English Workbook Using Liveworksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul ‘Ainiyah

Ahli Media :

Petunjuk :

1. Lembar validasi ini bertujuan memperoleh masukan dari Bapak/Ibu sebagai ahli media mengenai kualitas *digital English workbook* melalui Liveworksheets yang dikembangkan.
 2. Pendapat, penilaian, saran, dan kritik Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas *digital English workbook*.
 3. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda *check* (✓) pada kolom yang tersedia.
- keterangan
- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Setuju
- 4 = Sangat Setuju
4. Komentar dan saran Bapak/Ibu dapat ditulis pada kolom yang tersedia.
 5. Terima kasih atas kesediaan Bapak/Ibu dalam memberikan penilaian.

A. PENILAIAN MEDIA

No	Aspek	Indikator	1	2	3	4	5
1	Tampilan visual (Visual Design)	Desain dan tata letak halaman <i>workbook</i> terlihat menarik, rapi, dan tidak monoton					
2		Kombinasi warna serasi dan tidak terlalu mencolok					
3		Jenis dan ukuran huruf mudah dibaca serta konsisten di setiap halaman					

4		Gambar mendukung pemahaman materi dan tidak mengganggu fokus siswa					
5		Tata letak, ikon, dan simbol digunakan secara konsisten di seluruh <i>workbook</i>					
6	Kualitas Teknis (<i>Technical Quality</i>)	<i>Workbook</i> mudah diakses melalui Liveworksheets dimanapun dan kapanpun					
7		Media tidak memerlukan waktu lama untuk dimuat di perangkat siswa					
8		Format audio, vidio, dan ga,bar sesuai standar Liveworksheets dan berfungsi dengan baik					
9		<i>Workbook</i> dapat diakses melalui berbagai perangkat seperti laptop, tablet, dan smartphone					
10		Audio dan vidio terdengar jelas, relevan dengan materi, dan tidak mengganggu proses belajar					
11		Semua fitur interaktif (<i>drag-and-drop, matching, fill-in-the-blank, recording</i>) berjalan dengan baik					
12	Interaktivitas	Navigasi mudah dipahami baik oleh guru maupun siswa tanpa panduan tambahan					
13		Sistem memberi respon otomatis (benar/salah) secara akurat setelah siswa menjawab					
14		Efek transisi atau animasi mendukung pembelajaran dan tidak mengganggu konsentrasi siswa					
15	Fungsional dan Pedagogis	Media selaras dengan tujuan pembelajaran dan kompetensi dasar Bahasa Inggris kelas VII					
16		Media memungkinkan siswa belajar secara mandiri dan interaktif					
17		Media mendukung pelaksanaan pembelajaran digital dan blended learning					

18		Media dirancang untuk mendukung Student-Centered Learning, mendorong siswa aktif dan kreatif					
19	Kelayakan Umum	Tampilan, fungsi, dan interaksi secara keseluruhan menarik dan layak digunakan					
20		Media dinilai layak digunakan dalam pembelajaran Bahasa Inggris berbasis digital					

B. KOMENTAR DAN SARAN

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Appendix 9 Student Questionnaire Guidelines

LEMBAR KUISIONER PESERTA DIDIK

Judul penelitian : Designing a Digital English Workbook Using Liveworksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul ‘Ainiyah

Siswa :

Petunjuk :

1. Lembar kuisioner ini bertujuan untuk mendapatkan informasi dari siswa sebagai pengguna *digital English workbook* melalui Liveworksheets yang dikembangkan.
2. Pendapat, penilaian, saran, dan kritik akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas *digital English workbook* ini.
3. Sehubungan dengan hal tersebut, dimohon memberikan penilaian pada setiap pertanyaan dalam lembar kuisioner ini dengan memberikan tanda *check* (✓) pada kolom yang tersedia.

Keterangan:

1 = Sangat Tidak Setuju

6 = Tidak Setuju

6 = Setuju

6 = Sangat Setuju

4. Pengisian ini tidak berpengaruh pada nilai, jadi diharapkan tidak rekayasa dan diisi dengan sejujur-juurnya.

5. Atas bantuan kesediaan untuk mengisi lembar kuisioner ini, saya ucapkan terima kasih.

A. PENILAIAN MEDIA

No	Aspek	Indikator	1	2	3	4	5
1	PERANGKAT LUNAK	Website pembelajaran dapat diakses dengan mudah					
2		Media tidak memerlukan waktu lama untuk dimuat di perangkat siswa					

3		Website pembelajaran tidak <i>lag</i> (berhenti) saat digunakan					
4		Pengoperasian sederhana					
5	DESAIN PEMBELAJARAN	Butiran soal yang disajikan dalam media jelas dan mudah dipahami					
6		Tampilan <i>layout</i> soal di Liveworksheets rapi, menarik, dan tidak mengganggu 103ocus siswa					
7		Bahasa yang digunakan mudah dipahami dan komunikatif					
8		media ini dapat menumbuhkan motivasi belajar siswa					
9		Adanya umpan balik (<i>feedback</i>) setelah menjawab soal					
10	KOMUNIKASI VISUAL	Tulisan dapat dibaca dengan jelas					
11		Tampilan website atraktif dan menarik					
12		Tombol navigasi dalam website sederhana					
13		Tombol navigasi dalam website berfungsi dengan baik					
14		Gambar, warna, dan tampilan lainnya yang diberikan menarik dan sesuai dengan materi					

B. KOMENTAR DAN SARAN

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Appendix 10 Material Expert Validation Result

LEMBAR VALIDASI AHLI MATERI

Judul penelitian : Designing a Digital English Workbook using LiveWorksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul 'Ainiyah

Ahli Materi : Danang Fitrian Wibisono, S.pd

Petunjuk :

1. Lembar validasi ini bertujuan memperoleh masukan dari Bapak/Ibu sebagai ahli materi mengenai kualitas *digital English workbook* melalui LiveWorksheets yang dikembangkan.
2. Pendapat, penilaian, saran, dan kritik Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas *digital English workbook*.
3. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda *check* (✓) pada kolom yang tersedia.

Keterangan:

- 1 = Sangat Tidak Setuju
 2 = Tidak Setuju
 3 = Cukup Setuju
 4 = Setuju
 5 = Sangat Setuju

Komentar dan saran Bapak/Ibu dapat ditulis pada kolom yang tersedia.
 Terima kasih atas kesediaan Bapak/Ibu dalam memberikan penilaian.

A. PENILAIAN MATERI/ISI

No	Aspek	Indikator	1	2	3	4	5
1	Kelayakan Isi (<i>Content Feasibility</i>)	Soal sesuai dengan capaian pembelajaran dan tujuan pembelajaran				✓	
2		Topik soal relevan dengan konteks kehidupan siswa					✓
3		Isi soal sesuai dengan kemampuan kognitif siswa dan tidak menimbulkan multitafsir				✓	
4		Soal dan teks bacaan mendukung keterampilan bahasa					✓

5		Terdapat umpan balik terhadap hasil evaluasi				✓
6		Evaluasi konsisten dengan tujuan pembelajaran				✓
7	Konstruksi Soal	Petunjuk pengerjaan soal jelas, mudah dipahami, dan tidak membingungkan siswa				✓
8		Soal memiliki variasi bentuk seperti <i>multiple choice, matching, drag and drop, fill in the blank, recording, listening, dll.</i>				✓
9		Tingkat kesulitan soal disesuaikan dengan kemampuan siswa				✓
10		Stimulus (gambar, teks, audio, atau video) mendukung pemahaman siswa terhadap soal.				✓
11	Bahasa dan Keterbacaan (<i>Language and Readability</i>)	Struktur kalimat, ejaan, dan tata bahasa dalam soal sesuai kaidah bahasa Inggris yang benar				✓
12		Bahasa yang digunakan komunikatif dan mudah dipahami oleh siswa				✓
13		Istilah dan pertanyaan yang digunakan tepat dan sesuai				✓
14	Kesesuaian Media (<i>LiveWorksheets</i>)	Soal dapat berfungsi dengan baik dan dapat diakses dimana saja dan kapan saja				✓
15		Tampilan <i>layout</i> soal di <i>LiveWorksheets</i> rapi, menarik, dan tidak mengganggu fokus siswa				✓

B. KOMENTAR DAN SARAN

Sudah OK, bisa lanjut ke Uji Coba.

.....

.....

.....

.....

.....

Appendix 11 Media Expert Validation Result

LEMBAR VALIDASI AHLI MEDIA

Judul penelitian : Designing a Digital English Workbook Using LiveWorksheets for Junior High School Students in Blended Learning Method

Objek Penelitian : Siswa SMP/MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Vara Fauziatul 'Ainiyah

Ahli Materi : Alvin Zulfa Kurniata, S.S

Petunjuk :

1. Lembar validasi ini bertujuan memperoleh masukan dari Bapak/Ibu sebagai ahli media mengenai kualitas *digital English workbook* melalui LiveWorksheets yang dikembangkan.
2. Pendapat, penilaian, saran, dan kritik Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas *digital English workbook*.
3. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda *check* (✓) pada kolom yang tersedia.

Keterangan:
 1 = Sangat Tidak Setuju
 2 = Tidak Setuju
 3 = Cukup Setuju
 4 = Setuju
 5 = Sangat Setuju

Komentar dan saran Bapak/Ibu dapat ditulis pada kolom yang tersedia.
 Terima kasih atas kesediaan Bapak/Ibu dalam memberikan penilaian.

A. PENILAIAN MEDIA

No	Aspek	Indikator	1	2	3	4	5
1	Tampilan Visual (Visual Design)	Desain dan tata letak halaman <i>workbook</i> terlihat menarik, rapi, dan tidak monoton				✓	
2		Kombinasi warna serasi dan tidak terlalu mencolok				✓	
3		Jenis dan ukuran huruf mudah dibaca serta konsisten di setiap halaman				✓	
4		Gambar mendukung pemahaman materi dan tidak mengganggu fokus siswa				✓	

5		Tata letak, ikon, dan simbol digunakan secara konsisten di seluruh <i>workbook</i>			✓
6	Kualitas Teknis (<i>Technical Quality</i>)	<i>Workbook</i> mudah diakses melalui LiveWorksheets dimanapun dan kapanpun			✓
7		Media tidak memerlukan waktu lama untuk dimuat di perangkat siswa			✓
8		Format audio, video, dan gambar sesuai standar LiveWorksheets dan berfungsi dengan baik			✓
9		<i>Workbook</i> dapat diakses melalui berbagai perangkat seperti laptop, tablet, dan smartphone			✓
10		Audio dan video terdengar jelas, relevan dengan materi, dan tidak mengganggu proses belajar			✓
11	Interaktivitas	Semua fitur interaktif (<i>drag-and-drop, matching, fill-in-the-blank, recording, listening, and multiple choice</i>) berjalan dengan baik			✓
12		Navigasi mudah dipahami baik oleh guru maupun siswa tanpa panduan tambahan			✓
13		Sistem memberi respon otomatis (benar/salah) secara akurat setelah siswa menjawab			✓
14		Efek transisi atau animasi mendukung pembelajaran dan tidak mengganggu konsentrasi siswa			✓
15	Fungsional dan Pedagogis	Media selaras dengan tujuan pembelajaran dan kompetensi dasar Bahasa Inggris kelas VII			✓
16		Media memungkinkan siswa belajar secara mandiri dan interaktif			✓
17		Media mendukung pelaksanaan pembelajaran digital dan blended learning			✓
18		Media dirancang untuk mendukung <i>Student-Centered Learning</i> , mendorong siswa aktif dan kreatif			✓
19	Kelayakan Umum	Tampilan, fungsi, dan interaksi secara keseluruhan menarik dan layak digunakan			✓

20		Media dinilai layak digunakan dalam pembelajaran Bahasa Inggris berbasis digital					✓
----	--	--	--	--	--	--	---

B. KOMENTAR DAN SARAN

Jika bisa ditambah soal berupa teks dan soal soal AKU.





CLASS SCHEDULES & SCHOOL SUBJECTS

READING

The following text is for questions 1 – 10

I am a seventh-grade student at a junior high school. I go to school from Monday to Friday. On Monday and Tuesday, my class starts at 7:00 a.m. and ends at 1:00 p.m. I study English at 8:00 a.m., Mathematics at 9:30 a.m., and Science at 11:00 a.m. On Wednesday and Thursday, I have Art and Social Studies in the morning. English class is on Thursday at 10:00 a.m. After studying, I usually have lunch and go home.

Friday is different from other days. We start school at 7:30 a.m. and finish at 11:00 a.m. On Friday, we have Islamic Studies, Physical Education, and class meeting. Physical Education is my favorite subject because we can play sports together. I like my school schedule because it helps me manage my time well and enjoy learning every day.

A. Read this carefully and choose one the best answer!

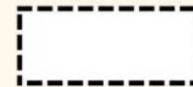
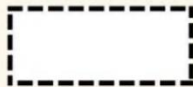
1. What subject does the student study at 9:30 a.m. on Monday?
2. How many days does the student attend school in one week?
3. What grade is the student in?
4. Which day has a shorter school time than the other days?
5. What time does the school start on Friday?
6. Which subjects are taught on Wednesday and Thursday morning?
7. When is the English class held on Thursday?

What does the student usually do after studying at school?

9. Why does the student like Physical Education?

10. What time does school usually end on Monday and Tuesday?

B. Look and match these pictures correctly!



Civic
Education

English

Mathematics

Art & Culture

Social &
Science

ICT

Religious
Education

Physical
Education

C. Complete the sentences below with "do", "don't", "does", or "doesn't"!

1. I _____ have English class on Monday.
2. She _____ go to school on Sunday.
3. _____ you have Mathematics on Tuesday?
4. Rani _____ like Science because it is interesting.
5. We _____ study English every day.
6. _____ Bima have Physical Education on Friday?
7. He _____ have Art class on Wednesday.
8. They _____ have class on Saturday.
9. _____ your class start at 7 a.m.?
10. My brother _____ study at my school.

D. Complete the sentences below with "has" or "have"!

1. I _____ English class on Monday.
2. She _____ Mathematics and Science today.
3. We _____ Art class every Thursday.
4. My class _____ Physical Education on Friday.
5. Riko and I _____ Islamic Studies in the morning.
6. They _____ Computer class twice a week.
7. The students _____ break time at 10 a.m.
8. He _____ Music class on Wednesday.
9. Your teacher _____ a busy schedule this week.
10. My school _____ English class three times a week.



LISTENING

Listen the audio conversation below and check the box if the statement is correct!



1. Bima goes to school on Monday.
2. Bima goes to school at 8 a.m.
3. On Monday, Bima studies English, Mathematics, and Science.
4. Bima has English lessons every day.
5. Bima has English on Monday and Thursday.
6. On Friday, Bima studies Mathematics.
7. Bima has Physical Education on Friday.
8. Friday is a busy day for Bima.
9. Bima goes to school at 7 a.m. on Monday.
10. On Friday, Bima has only two subjects.

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

SPEAKING

Translate in English and say your answer clearly!



Hari apa hari ini, Budi?



Saya ada kelas Bahasa Inggris



Hari ini hari Senin



Jam berapa kelas bahasa Inggrismu?



Mata pelajaran apa yang kamu punya pada hari Senin?



Kelas bahasa Inggris pada jam 7 tepat



LEARNING TIPS

READING

The following text is for questions 1 – 5

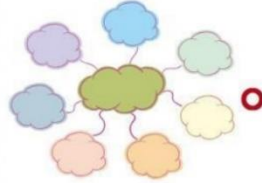
Arga is a seventh-grade student who joins online classes every weekday. Before class starts, he checks his internet connection and prepares his notebook, pen, and laptop. During the lesson, Arga turns off notifications on his phone so he can focus on the teacher's explanation. He listens carefully and asks questions when he does not understand.

After the online class ends, Arga reviews the lesson and completes his assignments the same day. He studies in a clean and quiet room and takes short breaks to stay fresh. By managing his time well and using technology wisely, Arga can enjoy online learning and learn effectively at home.

A. Read this carefully and choose one the best answer!

1. What grade is Arga in?
2. What does Arga check before the online class starts?
3. Why does Arga turn off phone notifications?
4. When does Arga finish his assignments?
5. Where does Arga study at home?

B. Match the pictures below!



☐ Pay attention

☐ Review the materials

☐ Make a study group

☐ Take notes

☐ Use mind maps

C. Arrange the words into correct about asking or giving permission!

1. after / could / I / finish / class / homework / my / ?

.....

2. You / cannot / during / talk / exam / the / loudly

.....

3. may / students / not / library / the / enter / without / permission

.....

4. May / I / during / drink / lesson / the / water / ?

.....

5. You / could / not / borrow / my / book / today

.....

LISTENING

Listen the audio conversation below carefully!



Asking Permission

Giving Permission

Refusing Permission

SPEAKING

Translate in English and say your answer clearly!



Bisakah kamu membuka pintu?



Bolehkah saya menyalakan lampu?



Ya, saya bisa



Bolehkah saya meminjam pensil kamu?



Saya bisa membaca buku ini dengan hati-hati.



Maaf, saya hanya punya 1 pensil.



STUDY HABITS

READING

The following text is for questions below

Rina is a diligent student who has good study habits. Every afternoon, she studies for one hour after taking a short rest. She always makes a simple study schedule and follows it every day. When studying, Rina puts her phone away so she can focus better. She also reviews her lessons before going to bed to help her remember the material.

Besides studying alone, Rina likes to study with her friends once a week. They discuss difficult subjects and help each other understand the lessons. If Rina does not understand something, she is not afraid to ask her teacher. Because of her good study habits, Rina feels more confident and enjoys learning at school.

A. Answer the following questions and circle the answers in the puzzle below!

1. Who is the student in the story?
2. What does Rina make to plan her study time?
3. What does Rina put away when she studies?
4. Who does Rina study with once a week?
5. Who does Rina ask when she does not understand the lesson?

T	L	I	F	O	R	A	P	I	Z	Z	A
E	S	P	O	R	I	C	E	N	Y	A	I
A	Q	A	H	N	W	E	X	T	B	S	C
C	A	R	N	O	P	G	A	O	U	C	E
H	P	R	U	D	N	I	R	T	R	H	C
E	M	O	A	M	W	E	E	D	G	E	R
R	I	T	E	L	U	I	C	F	E	D	E
T	L	F	R	I	E	N	D	S	X	U	A
H	O	T	D	O	G	B	N	H	A	L	M
R	T	B	E	U	O	C	E	G	M	E	O
C	R	I	N	A	E	O	R	A	N	G	E
C	H	O	C	O	L	A	T	E	R	I	Y

B. Look and match the pictures correctly!

Make a
schedule

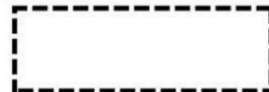
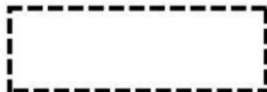
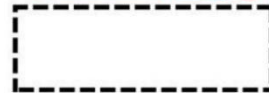
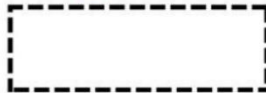
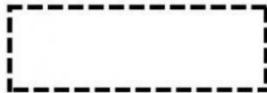
Turn off the
phone

Do exercise

Have enough
sleep

Raise the hand

Wear uniform



LISTENING

Listen the audio below and check the box if the statement is correct!



- | | |
|---|--------------------------|
| 1. Riko is a seventh-grade student. | ☐ |
| 2. Riko studies at night before sleeping. | ☐ |
| 3. Riko reads an English book in the morning. | ☐ |
| 4. Riko studies for fifteen minutes in the morning. | ☐ |
| 5. Riko skips breakfast before school. | ☐ |
| 6. In the afternoon, Riko studies for a long time. | ☐ |
| 7. Riko reviews his lessons in the afternoon. | ☐ |
| 8. Riko does his homework in the evening. | ☐ |
| 9. Riko goes to bed late at night. | ☐ |
| 10. Riko feels confident at school. | ☐ |

SPEAKING

Translate in English and say your answer clearly!



Saya belajar setiap hari



Saya selalu mengerjakan PR setelah pulang sekolah



Saya belajar di rumah pada malam hari



Saya membaca buku sebelum tidur



Saya belajar selama satu jam



Saya selalu menulis catatan

Appendix 13 Administration of Research

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id
Nomor	: 3162/Un.03.1/TL.00.1/10/2025	06 Oktober 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	
Kepada Yth. Kepala MTsN Kota Batu di Batu		
Assalamu'alaikum Wr. Wb. Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Vara Fauziatul 'Ainiyah	
NIM	: 220107110039	
Tahun Akademik	: Ganjil - 2025/2026	
Judul Proposal	: Designing Digital English Workbook by Using LieWorksheets for Junior High School Students in Blended Learning Method	
Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih. Wassalamu'alaikum Wr. Wb.		
		 Dr. Mohammad Walid, MA NIP. 19730823 200003 1 002
Tembusan : 1. Ketua Program Studi TBI 2. Arsip		



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398, Faksimile (0341) 552398 Malang
<http://fiki.uin-malang.ac.id>, email : fiki@uin-malang.ac.id

Nomor : B-472/Un 03 1/TL 01 04 /01 2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

29 Januari 2026

Kepada Yth
Danang Fitriani Wibisono, S.Pd
di : Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Vara Fauziatul 'Ainiyah
NIM : 220107110039
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Designing A Digital English Workbook Using
Liveworksheets For Junior High School Students In
Blended Learning Method

Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, M.A
NIP. 197308232000031002



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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<http://fitk.uin-malang.ac.id>. email : fitk@uin-malang.ac.id

Nomor : B-523/Un.03.1/TL.01.04/02/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

02 Februari 2026

Kepada Yth
Alvina Zulfa Kummala, S.S
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Vara Fauziatul 'Ainiyah
NIM : 220107110039
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Designing a Digital English Workbook Using
Liveworksheets for Junior High School Students in
Blended Learning Method
Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

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Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Prof. Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix 14 Documentation of Research



Appendix 15 Curriculum Vitae



Name : Vara Fauziatul 'Ainiyah
Student ID Number : 220107110039
Place/Date of birth : Gresik, 05 October 2004
Gender : Female
Religion : Islam
Faculty/Department : FITK/English Education
Department Entry Year : 2022
University : UIN Maulana Malik Ibrahim Malang
Address : Bejan-Siwalan, Panceng, Kab. Gresik
Phone Number : 085730855985
Email : varafauzia05@gmail.com

Education Background

1. TK Muslimat As-Sa'adah 128 : 2007 - 2010
2. MI Tarbiyatus Sa'adah : 2010 - 2016
3. MTs. Tarbiyatus Sa'adah : 2016 - 2019
4. MAN 4 Jombang : 2019 - 2022
5. UIN Maulana Malik Ibrahim Malang : 2022 - 2026