

IMPROVING STUDENTS' VOCABULARY MASTERY USING LIVEWORKSHEET WEBSITE AT SMPN 7 PALOPO

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Abstract. This study explores how digital learning tools can transform vocabulary learning through the Liveworksheet website at SMPN 7 Palopo. Conducted as a pre-experimental study with a one-group pre-test and post-test design, the research involved 23 ninth-grade students selected purposively from a population of 60. Using a vocabulary test as the main instrument and SPSS 29 for analysis, the study uncovered a remarkable improvement in students' vocabulary mastery. The average post-test score (73.04) demonstrated a substantial increase from the pre-test average (38.91), confirming the positive impact of the intervention. Specifically, vocabulary growth was observed across noun, verb, and adjective categories, with mean scores in each category nearly doubling after the treatment. Statistical analysis revealed a t-value (17.201) far exceeding the t-table (2.074), reinforcing the significance of the results. These findings highlight that the Liveworksheet website not only enhances vocabulary acquisition but also fosters interactive and independent learning. Ultimately, this study underlines the potential of technology-integrated platforms like Liveworksheet to make English learning more engaging, accessible, and effective for students in the digital era.

Kata Kunci: Vocabulary Mastery, Liveworksheet Website, Digital Learning, Pre-Experimental Study

I. INTRODUCTION

Language is the heart of human communication. Through language, ideas and emotions can flow from one mind to another, creating understanding and building civilization. In the context of learning English, vocabulary plays a crucial role as it serves as the main foundation for listening, speaking, reading, and writing skills. Without sufficient vocabulary mastery, one will struggle to express ideas clearly and understand messages conveyed by others. As stated by Susanto (2023), vocabulary is a key component that determines an individual's success in using a foreign language effectively.

However, in practice, many students face great challenges in enriching their vocabulary. Based on preliminary observations at SMPN 7 Palopo, most ninth-grade students still experience difficulties in recognizing and using basic vocabulary. This limitation affects students' participation and interest in learning English. Teachers have mentioned that the main cause lies in the use of traditional teaching methods, which rely heavily on lectures and textbooks. Digital media that could potentially increase students' engagement are still rarely used due to teachers' limited knowledge of educational technology (Annisa et al., 2022).

As time goes by, the world of education has begun to transform toward technology-based learning. One innovation that has recently gained attention is Liveworksheet, an interactive website that allows teachers to transform conventional worksheets into engaging digital exercises. Through Liveworksheet, students can learn by completing various types of tasks, such as matching words with pictures, filling in blanks, listening to audio, or watching learning videos. This platform provides a more dynamic and participatory learning experience (Armaditya et al., 2024).

Several previous studies have shown positive results regarding the use of Liveworksheet in English learning. Khalid and Aziz (2022) found that the use of Liveworksheet improved elementary school students' vocabulary mastery due to its attractive and user-friendly interface. Larasati (2022) also revealed that this medium could foster students' interest and confidence in learning vocabulary online. Meanwhile, Jayanti et al. (2023) proved that Liveworksheet significantly enhanced senior high school students' mastery of tenses, as shown by the improvement of their learning outcomes from one cycle to the next. Beyond writing or grammar skills, Hidayah and Asari (2022) also found that Liveworksheet was effective in improving listening comprehension among students in Thailand.

The findings from these various studies indicate that Liveworksheet can be applied to multiple aspects of language skills, ranging from vocabulary to listening. However, most of these studies have focused on elementary or senior high school students. Few have specifically examined the effectiveness of using Liveworksheet to enhance vocabulary mastery among junior high school students, especially through a contextual, story-based approach. This research aims to fill that gap.

In the era of the Kurikulum Merdeka (Independent Curriculum), teachers are challenged to design learning experiences that go beyond formality learning that truly resonates in students' hearts and minds. Media like Liveworksheet serve not merely as decoration but as a learning companion that enables students to explore knowledge independently, anytime and anywhere. Sumanik et al. (2023) emphasized that interactive digital media align with the spirit of the Independent Curriculum, as they encourage active student participation while strengthening contextual and meaningful learning.

Furthermore, Yudiramanda et al. (2024) highlighted that the use of technology in language learning can enhance students' motivation and concentration. When students actively "play and engage" in the learning process, new vocabulary becomes easier to absorb and remember. Thus, digital media serve not only as learning aids but also as bridges that connect students' learning experiences with the real world.

Although the benefits have been proven, the implementation of technology at SMPN 7 Palopo remains suboptimal. Many teachers have not yet fully utilized digital media such as Liveworksheet in their teaching activities. This gap creates the urgency of this study: to explore how effective the Liveworksheet website is in expanding ninth-grade students' English vocabulary mastery.

It is expected that this research will not only provide valuable insights for teachers in creating more interactive and enjoyable learning but also serve as an inspiration for developing technology-based learning strategies at the junior high school level. Through Liveworksheet, students are not only expected to expand their vocabulary but also to understand its meaning and usage in everyday contexts, making the learning process more dynamic and relevant.

With the spirit of innovation and digital collaboration, this study, titled **"Improving Students' Vocabulary Mastery Using Liveworksheet Website at SMPN 7 Palopo,"** aims to prove that technology is not merely a tool but a new window for students to see English learning as something enjoyable, lively, and meaningful.

II. RESEARCH METHODS

This research used a pre-experimental design with a one group pre test and post test model, chosen because it provides a clear picture of how students' learning outcomes change before and after using Liveworksheet as a learning medium. According to Sugiyono (2012), this type of design serves as an early step that helps identify the direct impact of a treatment even without the presence of a control group. In this study, it was applied to observe improvements in students' scores from the pre test to the post test as an indicator of Liveworksheet's effectiveness in enhancing English vocabulary mastery.

The study was conducted from November to December 2024 at State Junior High School 7 Palopo, located on Andi Pangeran Street No. 6, Luminda, Palopo City, South Sulawesi. The schedule was carefully adjusted to fit the school's academic calendar so that the research activities did not interfere with regular classes. The participants were ninth grade students who took part in English lessons, with their English teacher acting as a facilitator throughout the research process.

This study examined two variables: the independent variable, which was the use of Liveworksheet as an interactive digital learning platform, and the dependent variable, which was students' vocabulary mastery, defined as the ability to recognize, understand, and use nouns, verbs, and adjectives accurately. The population included all ninth grade students of State Junior High School 7 Palopo, totaling 60 students from three classes. Using purposive sampling, 23 students from class IX B were selected because initial observations and teacher recommendations showed they had relatively low vocabulary mastery.

The main research instrument was a vocabulary mastery test consisting of a pre test and a post test. Each test contained 20 questions in multiple choice and short answer formats, using materials about animals such as proboscis monkeys, orangutans, gorillas, and birds of paradise. The test items were divided into three main vocabulary categories: nouns, verbs, and adjectives. All items were reviewed and validated by an expert lecturer to ensure the questions matched the learning objectives and were suitable for students' level.

The data for this study were collected in three main stages: the pre-test, the treatment, and the post-test. The pre-test was conducted to find out how much vocabulary the students already knew before using Liveworksheet. The treatment stage took place over four sessions, each lasting about an hour, where students took part in various interactive exercises such as multiple choice, drag-and-drop, fill-in-the-blank, and matching activities. Once all the sessions were completed, the students were given a post-test to see how much their vocabulary had improved.

To analyze the results, the researchers compared the students' scores from the pre-test and post-test. Every correct answer earned 5 points, while wrong answers received none. The total scores were then converted to a 0–100 scale following Nitko and Brookhart (2011). The analysis was carried out using SPSS version 29 to calculate the average scores, measure the percentage of improvement, and check if the score differences between the two tests were statistically significant.

Before the tests were used, expert lecturers from the State Islamic University of Palopo (UIN Palopo) reviewed the instruments to make sure they were valid, reliable, and truly reflected the students' vocabulary abilities as intended by the study.

By using this process, the research aims to show that Liveworksheet not only makes learning English more dynamic and interactive but also helps junior high school students build their vocabulary effectively making the learning experience both meaningful and enjoyable.

III. RESULT AND DISCUSSION

Statistical analysis was carried out on the collected data, which included students' pre test and post test scores, categories of learning outcomes, and the calculation of mean scores and standard deviations. This analysis aimed to identify how much students' vocabulary mastery improved after learning through Liveworksheet-based media.

At the beginning of the process, students took a pre test to measure their initial vocabulary knowledge. The data were then analyzed using SPSS version 29, and the results are presented in the following table:

Table 1. Students' Vocabulary Scores in the Pre-Test

No	Respondent	Correct Answers	Test Score	Category
1	R1	8	40	Average
2	R2	6	30	Average
3	R3	12	60	Good
4	R4	5	25	Poor
5	R5	9	45	Average
6	R6	10	50	Average
7	R7	8	40	Average
8	R8	5	25	Poor
9	R9	8	40	Average
10	R10	8	40	Average
11	R11	10	50	Average
12	R12	5	25	Poor
13	R13	11	55	Good
14	R14	6	30	Average
15	R15	6	30	Average
16	R16	8	40	Average
17	R17	6	30	Average
18	R18	5	25	Poor
19	R19	12	60	Good
20	R20	8	40	Average
21	R21	6	30	Average
22	R22	5	25	Poor
23	R23	12	60	Good
Total Mean		7.78	38.91	

The table above shows that the students' highest score was 60, while the lowest was 25. The average score on the pre-test was 38.91, suggesting that their initial vocabulary mastery ranged from low to moderate. To provide a clearer picture of their vocabulary ability before the learning activities took place, the frequency and percentage distribution of the pre-test results are displayed in the following table.

Table 2. Frequency and Percentage of Students' Scores in the Pre-Test

No	Category	Score Range	Frequency	Percentage
1	Excellent	80–100	0	0%
2	Good	55–75	4	17.39%
3	Average	30–50	14	60.87%
4	Poor	≤25	5	21.74%
Total			23	100%

Based on Table 2, most students (60.87%) fell into the Average category, while 17.39% were classified as Good and 21.74% were in the Poor category. None of the students achieved the Excellent level. These findings indicate that before the use of Liveworksheet-based learning, the majority of students had not yet reached a satisfactory level of vocabulary mastery, highlighting the need for a more engaging and interactive learning method:

Table 3. Students' Vocabulary Scores in the Post-Test

No	Respondent	Correct Answers	Test Score	Category
1	R1	17	85	Excellent
2	R2	15	75	Good
3	R3	18	90	Excellent
4	R4	10	50	Average
5	R5	13	65	Good
6	R6	18	90	Excellent
7	R7	15	75	Good
8	R8	10	50	Average
9	R9	17	85	Excellent
10	R10	15	75	Good
11	R11	15	75	Good
12	R12	10	50	Average
13	R13	18	90	Excellent
14	R14	12	60	Good
15	R15	13	65	Good
16	R16	16	80	Excellent
17	R17	14	70	Good
18	R18	14	70	Good
19	R19	14	70	Good
20	R20	16	80	Excellent
21	R21	15	75	Good
22	R22	14	70	Good
23	R23	17	85	Excellent
Total Mean		336	73.26	

The table above shows that the highest score reached 90 and the lowest score was 50, with an average of 73.26. This indicates a significant improvement compared to the pre-test results. The percentage distribution of post-test categories is presented in the following table:

Table 4. Frequency and Percentage of Students' Scores in the Post-Test

No	Category	Score	Frequency	Percentage
1	Excellent	80–100	8	30.43%
2	Good	55–75	12	56.52%
3	Average	30–50	3	13.04%
4	Poor	≤25	0	0%
Total			23	100%

The table above indicates that the majority of students (56.52%) fell into the *Good* category, while 30.43% were categorized as *Excellent*, and only 13.04% were in the *Average* category. Notably, none of the students were classified as *Poor*. These findings clearly demonstrate a significant improvement in the students' vocabulary mastery after the implementation of the Liveworksheet learning media. A comparison of the mean scores from the pre-test and post-test is shown in the following table:

Table 5. Mean and Standard Deviation of Pre-Test and Post-Test Scores

Pair	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	38.91	23	11.883	2.477
Post-Test	73.04	23	12.045	2.511

There was an increase of 34.13 points between the average scores of the pre-test and post-test, indicating a substantial improvement in students' vocabulary mastery after the treatment. The correlation test results also showed a strong and positive relationship between the two sets of test scores.

Table 6. Paired Sample Correlation of Pre-Test and Post-Test

Pair	N	Correlation	Significance (2-tailed)
Pre-Test & Post-Test	23	0.684	<0.001

According to Cohen's table, a correlation value of 0.684 falls into the "Strong" category, as shown below:

Table 7. Cohen's Correlation Category Table

Correlation Coefficient Interval	Correlation Category
0.00–0.199	Very Weak
0.20–0.399	Weak
0.40–0.599	Moderate
0.60–0.799	Strong
0.80–1.000	Very Strong

In addition, the results of the paired sample test showed that the t-calculated value of 17.201 was greater than the t-table value of 2.074, with a significance value of $p = 0.001 < 0.05$. These results are presented in the following table:

Table 8. Paired Sample Test

Pair	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
Pre-Test – Post-Test	34.13	9.51	1.98	17.201	22	<0.001

Based on these findings, it can be concluded that there was a significant difference between the pre-test and post-test scores. Since the p-value was less than 0.05, the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. This result confirms that using Liveworksheet as a learning medium effectively enhances students' vocabulary mastery. From a pedagogical standpoint, the findings also emphasize that integrating interactive learning media with contextual materials fosters a more engaging, meaningful, and student-centered learning environment. Through this method, students not only broaden their vocabulary but also show greater motivation, active participation, and increased independence in learning English in the classroom.

This study explores the improvement of students' vocabulary mastery through the use of the Liveworksheet website at SMPN 7 Palopo. The main focus of this research is to examine how effectively interactive digital learning media can help students expand their English vocabulary. Vocabulary mastery is a crucial foundation in language learning as it directly influences reading comprehension, writing, speaking, and listening skills. However, at the junior high school level, vocabulary development is often neglected or conducted only through rote memorization without meaningful context, making it difficult for students to apply vocabulary in daily communication.

Before implementing the media, the researcher conducted a preliminary observation in Class IX B of SMPN 7 Palopo. The observation revealed that most students still struggled with basic vocabulary. This lack of vocabulary mastery hindered their ability to comprehend English materials as a whole. Moreover, students' interest and motivation to learn tended to be low. This issue was influenced by traditional teaching methods that were still teacher-centered, textbook-based, and limited by teachers' digital literacy, which affected the optimal use of technology in learning. These conditions encouraged the researcher to introduce a more interactive, enjoyable, and relevant learning approach through Liveworksheet.

Liveworksheet was chosen as a learning medium because of its interactive and visually engaging nature. According to Rusdan and Mulya (2023), this platform provides built-in features such as automatic correction and various types of online exercises, including multiple choice, fill-in-the-blank, matching, drag-and-drop, and "join" activities. Students can repeat the exercises as needed to correct mistakes and strengthen their understanding of vocabulary. Thus, Liveworksheet not only increases learning interest but also enhances learning effectiveness in a tangible way.

In addition, this study applied a story-based approach. Using stories in vocabulary learning allows students to acquire new words in meaningful contexts, making retention and comprehension easier (Utterova, 2023). In this research, stories about Indonesian animals were used as the learning context. This approach enabled students not only to memorize words mechanically but also to understand their meanings and use them appropriately in everyday contexts. It also added a motivational dimension to learning, making the process more enjoyable and engaging.

Data collection was carried out in three stages: pre test, treatment, and post test. The pre test was given to measure students' initial vocabulary ability. The results showed a highest score of 60 and a lowest score of 25, with an average score of 38.91. This indicated that students' vocabulary mastery at the beginning of the study was still within the low to medium range. The data were then analyzed using SPSS version 29 to calculate the mean score, standard deviation, and frequency distribution. This analysis served as the basis for determining the improvement in students' vocabulary mastery after using Liveworksheet.

The treatment stage was carried out over four sessions, each lasting 60 minutes. Every session included a range of interactive activities such as single-choice questions, drag-and-drop tasks, fill-in-the-blank exercises, and matching items. These varied activities were intentionally designed to sustain students' interest, prevent boredom, and make the learning process more enjoyable. Through this approach, students were able to engage more actively, practice repeatedly for better understanding, and receive instant feedback to correct their errors.

After completing the treatment, students took the post-test, which showed a clear improvement in their vocabulary mastery. The mean score rose from 38.91 in the pre-test to 73.04 in the post-test. A more detailed analysis by word category revealed that the average score for nouns increased from 25 to 49.58, for verbs from 20.83 to 40.83, and for adjectives from 28.75

to 49.58. The paired-sample t-test yielded a p-value of less than 0.001, indicating that the probability of this improvement occurring by chance was below 0.1 percent. Since this value was far below the 0.05 significance level, the null hypothesis was rejected and the alternative hypothesis was accepted. These findings confirm that vocabulary practice using Liveworksheet effectively helped students identify and use nouns, verbs, and adjectives accurately.

The results of this study are consistent with the view of Richards and Renandya (2022), who emphasize that vocabulary forms the foundation of language proficiency. A solid vocabulary base increases learners' confidence in understanding and using English, which was clearly reflected in the students' improved post-test performance. The use of Liveworksheet supports this theory by offering interactive, contextual, and consistent practice that helps students expand their vocabulary and apply it effectively in various contexts.

Furthermore, these results are supported by previous studies. Khalid and Aziz (2022) found that Liveworksheet improves students' understanding of word meanings and spelling while motivating them to learn. Larasati (2022) added that students showed high learning interest when using Liveworksheet and were able to apply vocabulary in daily life. Studies by Jayanti et al. (2022) and Hidayah & Asari (2022) also reported improvements in grammar and listening skills after using Liveworksheet. Overall, this platform has proven effective in enhancing various aspects of English language skills—not only vocabulary but also grammar and listening comprehension.

The strength of this research lies in its innovation of integrating interactive digital media with a contextual, story-based approach. As a 21st-century learning medium, Liveworksheet offers teachers flexibility to present more engaging and relevant materials that connect with students' lives. By combining interactive exercises and contextual stories, vocabulary learning becomes more meaningful, memorable, and enjoyable. The findings of this study provide practical implications for English teachers to enhance classroom learning quality.

Although the results are positive, this study has several limitations. First, the pre-experimental design with a single group and no control group limits the generalization of the findings. Second, there is a possibility that students guessed or copied answers because they were already familiar with the material. Third, the study did not measure long-term retention since students were not required to memorize or present the vocabulary later. Fourth, the research focused only on three word categories (nouns, verbs, and adjectives) so other aspects of vocabulary remain unexplored and can be addressed in future studies.

Overall, this study demonstrates that using Liveworksheet in English vocabulary learning at SMPN 7 Palopo is effective, engaging, and enjoyable. The combination of interactive digital media and a story-based approach significantly improves students' vocabulary mastery. Therefore, teachers can utilize this platform to create more interactive, motivating, and student-centered learning experiences, enabling students not only to remember vocabulary but also to use it appropriately in real-life contexts.

In conclusion, the integration of technology in language learning—particularly through Liveworksheet, offers great potential for educational innovation in junior high schools. This strategy not only enhances students' language skills but also fosters sustained learning interest and motivation. The study serves as evidence that digital and contextual-based learning can be an effective solution to overcome the limitations of traditional methods that are often monotonous and less relevant to the needs of the 21st century.

IV. CONCLUSION

The results of this study showed that the Liveworksheet website was highly effective in enhancing students' vocabulary mastery. This effectiveness was evident in the increase of the mean score from 38.91 on the pre-test to 73.04 on the post-test, with a probability value ($p = 0.001$) that was well below the 0.05 significance level. These findings indicate that the use of Liveworksheet can significantly improve students' vocabulary skills while promoting the integration of digital platforms into English learning activities. In addition to its positive outcomes, this study also contributes to the expanding body of research on the use of digital learning media in language education. Nevertheless, several limitations should be noted. The research applied a pre experimental design without a control group, involved a relatively small sample size, and focused only on three types of words (nouns, verbs, and adjectives). To build upon these findings, future research is encouraged to use more robust experimental designs, include larger and more varied participant groups, and expand the scope of vocabulary categories to provide a deeper and more comprehensive understanding of how digital tools like Liveworksheet can improve language learning.

Based on these findings, it is recommended that teachers use Liveworksheet as an interactive learning medium to strengthen students' vocabulary, develop worksheet banks according to topics and basic competencies, and encourage students to learn independently outside class hours. Future researchers are encouraged to employ research designs with control groups, set clear vocabulary mastery targets, expand the focus to include various aspects of vocabulary and language skills, and select more interactive and relevant materials and worksheets to support more effective learning.

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