

**STUDENTS' INTEREST IN LEARNING ENGLISH VOCABULARY
USING LIVE WORKSHEET MEDIA DURING ONLINE CLASS
(At the Ninth Grade of SMP N 3 Colomadu)**

THESIS



**Submitted as a Partial Requirements
for the Degree of Undergraduated in English Language Education**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY CULTURES AND LANGUAGE
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Assalamu'alaikum wa rahmatullahi wa barakaatuh

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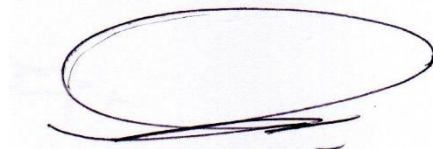
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RATIFICATION

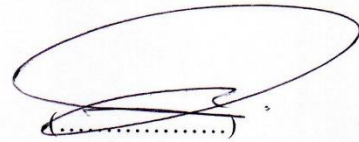
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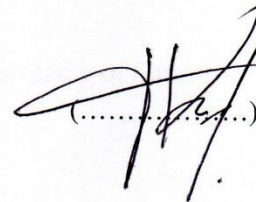
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DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Sholawat to the Prophet Muhammad Shalallahuaalihi Wasallam. His coming really changed the world. Special Thanks to:

1. My beloved Parents, my Mother Mrs. Sri Lestari Asih, My Father alm. Teguh Suharbani and My Grandmother Mrs. Hartanti
2. My sister Yunita Puji Purwaningsih, my brother Mahendra Purnama and young brother Wisnu Purnama Saputra.
3. My Sweetie, C. Sarwi Triatmo.
4. All of My big Family.
5. My lovely Friends.
6. My beloved Campus, Raden Mas Said State Islamic University of Surakarta.
7. For Me, to Myself, and I.

MOTTO

“Surely god will not change the destiny of a people so that they change the circumstances in themselves.”

(Q.S Ar-Ra'd: 11)

“Yesterday is but today's memory, and tomorrow is today's dream.”

(Khalil Gibran)

“Reach high, for the stars lie hidden in your soul. Dream deep, for every dream precedes the goal.”

(Pamela Yaull Starr)

“Dare to live the life you have dreamed for yourself. Go forward and make your dreams come true.”

(Ralph Waldo Emerson)

“The moment of loss may grieve you, but you must rise again.”

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Students’ Interest in Learning English Vocabulary Using Live Worksheet Media during Online Class (At the Ninth Grade of SMP N 3 Colomadu)”** is my real masterpiece. The things out my masterpiece of this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 21st 2022

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The researcher is sure that this thesis would be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thank you to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to :

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The Researcher

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ABSTRACT

Sekar Ayu Larasati. 183221117. 2022. **Students' Interest in Learning English Vocabulary Using Live Worksheet Media During Online Class (At the Ninth Grade Of SMP N 3 Colomadu)**, Thesis, English Language Education Study Program, Faculty of Cultures And Language, Raden Mas Said State Islamic University Surakarta. 2022.

This research is to find students' interest and factors influenced the students interest in learning English vocabulary using Live Worksheet during Online Class at the ninth grade of SMP N Colomadu. The objectives of this research are (1) to describe the students' interest in learning English vocabulary using Live Worksheet during online class in ninth grade students of SMP N Colomadu and (2) to describe the factors influenced the students' interest in learning English vocabulary using Live Worksheet during online class

This research used descriptive qualitative method. The participants in the research were 32 students of 9c for questionnaire, 5 students for interviews and 1 teacher of English Education. The data were collected by using questionnaire and interview. The techniques of analyzing data were data collecting, data condensation, data presentation, conclusion.

The result of the research shows most of the students have great interest in learning when using Live worksheets. The researcher continued for having interview with several students who were able to apply the vocabulary they got to everyday life - day in learning English. They applied it by creating Whatsapp stories, or chatting with family or friends, so they can improve their English vocabulary using this live worksheet. The factors of interest in learning in English online classes using this live worksheet greatly affect the ninth graders of Colomadu 3rd grade, namely: 1) internal factors; a) health, b) talent, c) readiness; 2) external factors: a) family; b) school. The research has a suggestion for the teacher, school, and school. For students to increase vocabulary by using more English when talking to friends and creating a story in social media. English teacher can use Live Worksheet to increase vocabulary and teacher should always innovate, so students do not tire of learning English. The last for school can be to increase facilities and provide support to teachers and students to make learning more efficient.

Keywords: Students' interest, vocabulary, live worksheet media.

CHAPTER I

INTRODUCTION

A. Background of the Research

Language learners are heterogeneous, they derive from various circumstances. These differences are unique academic needs, culture, language, interests and attitude towards learning. In their learning, the teacher has to work hard in preparing material in order to satisfy the learners' needs. The teacher must to use proper techniques and strategies to provide effective language learning especially in English. Besides the proper strategy, a learning process must attract students' interests.

One of the most important components of English learning is the vocabulary. Vocabulary plays an important role in language skills: writing, reading, speaking and listening. The vocabulary is the most important component of the language aspect of understanding language. The purpose of this vocabulary teaching was the basis for learning English as foreign language at an educational level. Students can apply a vocabulary to interact with those closest to them, and the target of increased vocabulary by about 2000 words after several years of studying second language learners.

One purpose of teaching English to students is to understand and read books written in English. English is a very important subject at every level of education. In fact, English became the only foreign language included in the final exams of the national middle and high schools. In junior high, English is targeted in functional capacities with both oral and written ability to solve problems of daily activities. Like

international English is used in global communication, almost all over the world are learning English, so English is an important position to study in the school of education, and communicate.

For several students, learning the other language is not easy. For instance, the students feel difficult in learning English as a second language. Thus, learning English language can make students lose their interest for many reasons. Interest in learning is important when learner who want to know English language. It can be motivation for the learning in the learning process. Students' interests can help in acquiring and understanding the language that they learned because without interest in all activities will be performed less effectively and efficiently. Interest is a sense of attention in seeing things and a sense of affinity to an activities without being prompted (Djamarah, 2002:157).

Wimolmas (2013) suggest the one important thing that can affect motivation of learners and their interest in learning English is by identifying the influenced factors and interest is one attentiveness born with full willingness and depends on the talent and the environment. From the definition can be required a concentration of attention to what is learned can be understood, so that students can do something that previously could not be done.

The aims of English language learning are the first step in acquiring good performance. Students' interest in learning and liveliness will have smooth the process of teaching and learning in school in order to reach the learning objectives. Interest is one concentration born with full willingness and depends on the talent and the environment. In learning required a concentration of attention to what is learned

can be understood, so that students can do something that previously could not be done. There was a change in behavior. Changes in personal behavior include all students, whether cognitive, psychomotor and effective.

Based on observation there are difficulty experienced by a students and not even just students but for someone who wants to learn English, especially vocabulary. They also have a high interest in learning English. That happens because of the students assumption that they think learning English is a foreign language that is difficult to master and the students have a little knowledge about English subject. Assumptions that above make them easily bored, lazy learn, shy to speak and afraid making a wrong. It has some influence to their response in learning. When they are learning English most of them to be quiet, and some others eliminate bored by playing and doing other activities when learning English is in progress.

In recent years, there are so many tools to support learning vocabulary. In this framework, the researchers investigate about the interactive worksheet. Can the interactive worksheet assist the vocabulary in learning English for junior high school. Furthermore, in order to avoid the boredom by using conventional method in learning English. We as a facilitator or teacher have to provide the media in the English learning process to build up the students' interest. The first previous study related to students' interest using application to learning English is a thesis written by Wahfiuddin Jami, 2019. His thesis is entitled "The Students' Learning Interest of Quipper School Used by The Teacher in Teaching English". The similarity of this study knows the students' interest using application. The study examined the students' interest. In comparison, the difference is the use of application in learning. The

previous study use a Quipper in learning, while in this study, the researcher focuses analyzing the students interest in learning English vocabulary using Live Worksheet.

The second previous study is a thesis entitled “Students’ Interest on Remote Learning (a study at the second grade of SMP N 1 Lembang Kabupaten Pinarang) 2021. The similarity of this thesis and this research in the object of study. In addition, the differences between the previous study and this research are in the subject and method used. The thesis analyzed about the students’ interest in remote learning and uses a quantitative description method, researchers use an overwhelmingly sampling, by spreading samples to determine student responses. Meanwhile in this study, the researcher uses questionnaire, and interview.

The last previous study is a journal written by Indri Kartini and Evie Kareviat, 2021. They journal is entitled “The Students’ Responses toward The Implementation of Pictionary Game in Teaching’ Vocabulary to The Seventh Grade in One of Junior High School in Cimahi”. The similarity between they journal and this thesis is in the discussion about use application in learning english vocabulary. While the differences is the students’ responses and students’ interest and subject in this study. The results of this study are intended to attract and motivate students to study English vocabulary. The observation data shows that pictionary is making students more active in studying. And the results of this game can motivate students in learning and it's a fun way.

As a result, the researcher is curious to know how the interest of ninth graders in learning vocabulary is studied in English and what factors influence students' interest in learning. In August 2021 researcher conducted introductory research by

interviewing the English teacher at SMP Negeri 3 Colomadul. SMP Negeri 3 Colomadu was chosen by the researcher because it includes the favorite school, accredited and using a live worksheet application that was used by ninth grade in English learning during online. According to the English teacher's recognition the student's interest in learning vocabulary is better when using this worksheet live application and there are some factors that influence student learning interests between external and internal factors. Among other things, external factors include family and school and internal factors include intelligence, attention, talent, maturity, maturity.

Based on the description above, the researcher is interested in investigating the interest of students in vocabulary learning and factors affecting the students' interest in vocabulary learning. The researcher is trying to research using a study entitled "Students' Interest in Learning English Vocabulary Media Using Live Worksheet Media during Online Class (A Case Study at the Ninth Grade Of SMP N 3 Colomadu)".

B. Identification of the Problems

From the result, there is difficulties experienced by students in learning English, especially vocabulary learning, online learning and used application Live Worksheet. They also have a high in interest in learning English because they have assumptions that they can not master in English even they had learned. So in this research, the researcher will study:

1. Students' interest in learning English vocabulary using Live Worksheet during online class.

2. The factors influencing the students' interest in learning English vocabulary using Live Worksheet during online class.

C. Limitation of the Problems

This study aims to examine the students' interest in learning English in SMP N 3 Colomadu. It designates about the several things related to English learning. such as students' interest in the process of learning during online learning, their perceptions and their activities that can improve their achievements in English. The researcher could not directly observe students' interest in English vocabulary, so this study used interviews as a data collection technique

D. Formulation of the Problem

From the explanation of the background that has been stated above, research questions can be formulated as follows:

1. How are students' interest in learning English vocabulary using Live Worksheet during online class?
2. What are the factors influencing the students' interest in learning English vocabulary using Live Worksheet during online class?

E. The Objectives of the Study

The researcher concludes the purpose of this study from the formulation of the problem above as follows:

1. To describe the students' interest in learning English vocabulary using Live Worksheet during online class.
2. To describe the factors influenced the students' interest in learning English vocabulary using Live Worksheet during online class.

F. Benefits of the Study

Some of the benefits that will be generated after doing this research. Study benefits include:

1. Theoretically Benefit

The researcher believe that these findings will be helpful, providing information and understanding about the students interest English vocabulary learning using live worksheet during online class and the factors influenced the students interest using live worksheet during online class. The researcher believed that the study would be useful as a resource and a reference to other researchers working on the same subject in other locations.

2. Practical Benefit

a. For teacher

The writer hopes that from this research will give envelopment to the teacher in teaching process and help the teacher find out suitable material and proper technique and motivate their students to learn.

b. For the students

The result of this research can encourage the students to use English in their English language.

c. For the researcher

Many new valuable experiences and can apply all the technique of teaching and efforts to solve the problem of teaching learning when the researcher be an English teacher in the future.

G. Definition of Key Terms

1. Learning interest

Interest is the condition of people that realise that they like the object that they are studied and they can handle it (Robert, 2004) .

2. LiveWorksheet

Live Worksheet is an online platform that allows teachers to convert a conventional worksheet into an online student worksheet with correction and automatic value (Khikmiyah, 2021)

3. English Vocabulary

Vocabulary is the collection of words that an individual knows (Linse, 2005).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Students' Interest in Learning English Vocabulary

a. Students' Interest in Learning

According to Thursan Hakim (2005), the definition of learning is a process of change in the human personality demonstrated in such improvements in quality and quantity of conduct as increased ability, knowledge, attitude, habits, understanding, skills, thought, and other capacities. Dempsey and Van Eck (2007) point out that online learning communities allow lively discussions and socializing that obey the building principles of learning, where people effectively learn information when experiencing and defining knowledge through social context. Thus, a variety of information to improve human life can be explored with the presence of the Internet. However, the nature of Internet technology causes confusion between public education and training. According to Mason and Rennei (2010), e-learning is an effective learning process created by digitally conveying content with learning services and facilities. Learning through e-learning uses either media or electronic services by combining digital delivery of materials.

In elucidating the meaning of interest, Good (2001) stated that the someone's attitude related to perception and the temporary or permanent of

combining feeling consciousness, based on the someone's experience called as interest. Meanwhile, Robert (2004) shapes that an interest is the condition of people that realise that they like the object that they are studied and they can handle it.

People can get what they want to when they enjoy process and give the interest to the target. As stated by Harackiewicz and Hulleman (2010) designated that interest is when someone give the positive feeling to something that they care about it. For instance “ I’m interested in the well-being of my child,” and the most feeling that we have is positive feeling toward it, e.g. “ I’m interested in playing football this fall,” and “ I have a research interest in social psychology.” Moreover, students will get the positive attitude with the something that they are really enjoy it. (Yuan, 2009). Therefore, they might be inclined to focus in it and be willing to continue doing it.

There is positive effect of feeling interest which from personality in their behaviour. It can be as an crucial role in learning process of student. Interest feeling can be as an important role for student in learning process because it can make the students easier to understand and feel enjoy to study about the topic. Likewise, Subramaniam (2009) argues that interest is the key role that affect student's behaviour in learning and keep up the intention to reach the future. a key role in affecting student learning behaviour and intention to involve in the future. Interest also plays as substantial role in the

learning process. It can define what the student wants and make sure the good information (Alexander,Jetton in Park,2006).

Grounded to the definition above, In short, interest is a mentally condition which refers students' attitude toward an object, and decision feeling to the activities or what are they like. Motivation in learning can be stimulated by someone who is feeling interest to the certain subject like vocabularies in English as foreign language. Interest called as the students who are feeling happy in encouraging their activities

According to slameto (2010: 180) several aspek of interest learn are: feeling good,student involvement , attraction, and student attention.

From several aspect of interest in learning about his understanding that is:

1) Feeling good

When a student delights in a certain lesson, there is no sense of compulsion to learn.

2) Student Involvement

An individual's interest in an object leads to the pleasure and interest in doing or working the activity of the object.

3) Attraction

Related to student propulsion toward an attraction to an object, a person, an activity ora bias of a affective experience stimulated by the activity itself.

4) Student Attention

Interest and attention are two things considered equal in daily use, students' attention is the student's concentration of observation and understanding, putting others aside. Students have an interest in a particular object and will naturally notice the object.

Based on the explanation above, it can be concluded that learning factors greatly influence students' understanding in learning. Thus, teachers are expected to know the student's interest in learning in order to make it easier for students to understand the material being presented. Otherwise, students will not learn maximal because they are not interested in learning materials. While interest in learning is an interest in students with what they learn. It is important for students to realize the importance of their learning experiences because they can affect the progress of their lives in the future. Furthermore, having an interest in the lesson will make it easy for students to concentrate. Therefore, there must be a compelling factor in encouraging student study interests. Such factors can be an incentive to behave a certain way and make students feel less depressed about learning.

b. Definition of Vocabulary

There are some definitions of vocabulary according to some experts. Sofyan & Harefa (2021) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in (Renata & Nikijuluw, 2020) said that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive

vocabulary) and words in listening (receptive vocabulary). While Riyani (2019) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. Definition of vocabulary by Jacson cited in Lelawati, Dhiya, & Mailani (2018) defined as the written word in sentence or paragraph that can represent multiple meaning so the students are expected to understand the word by knowing the context. Richard cited in Gumartifa, Saputri, & Yuliani (2020) also defined vocabulary as base word or a word family (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and makers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them.

In the process of learning English in Junior High school, vocabulary mastery is very important for the students. It is because in their early years, vocabulary connected experiences that the students have and play a vital role in the development of their language. The students learned basically content word of vocabulary, because the learners are major word dominate English.

Based on the definitions, we can conclude that the arranged set of words from the speaker is known as vocabulary. sometimes, the speaker produces the same words but they have different meaning. in order to get more vocabularies we have to multiply references and exercises. If we have less vocabularies it can make our communication and the process of learning become difficult. The researcher concludes that vocabulary set of words,

having meaning and it is used in language especially in writing, reading, listening, and also to speak with others.

c. Types of Vocabulary

There are two kinds of vocabulary, namely receptive and productive vocabulary.

- 1) Receptive Vocabulary is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Nagy, et al, 2005: 22).
- 2) Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners, in fact, learners can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others (Nagy, et al, 2005:21). According to Jhonson (2008: 93), vocabulary is divided into four types suitable to English language skill. Those are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. It defines that listening vocabulary is the words students hear and understand, speaking vocabulary is the word used when

they speak, reading vocabulary is the words that students understand when they read a text, through reading many words can be read and can improve understanding, and writing vocabulary is the words that students use when they try to express.

d. Principles of Vocabulary Learning

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kinds of method they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. Schmitt on (Sudarman, Sunarti, & Hapasari, 2022) states there are some key principles in teaching vocabulary:

- 1) Building a large sight of vocabulary.
- 2) Integrating new words with previous words.
- 3) Providing a number of encounters with a word.
- 4) Promoting deep level of processing.
- 5) Facilitating imaging.
- 6) Making new word “real” by connecting them to the student’s word in some way.
- 7) Using various techniques.
- 8) Encouraging independent learning strategies.

Broadly speaking, Tira & Fitria (2019) says that there are several premises and comments related to the teaching of vocabulary, those are:

- 1) Not all the words a student hears during any lessons need become a part of his/her “active” vocabulary during that lesson or even in later lessons. Some words in the new language (in our native language) will remain “passive”, that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use would be systematically presented and practiced.
- 2) Vocabulary would always be taught in normal speech utterances.
- 3) New vocabulary items would always be introduced in known structures.
- 4) Whenever possible, the vocabulary items would be centred about one topic.
- 5) Whenever a familiar word is met in a new context; it would be taught again and practiced.
- 6) Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
- 7) Vocabulary would be practiced, as structures are practiced in substitution drills, transformational drills, questions and answers, etc.
- 8) Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used.
- 9) Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same root.

As it has already been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the

school system and curriculum, the words that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learners need, experiences and interest. The teacher has the job of managing the teaching and learning process in order to get what the students need in learning vocabulary for their language skill.

e. Principles of Good Media

Below are some principles which should be followed by the teachers in teaching and learning vocabulary according to Wallace cited on (Mursid, 2022):

1) Aims

The aims have to be clear for the teacher: how many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kind of words?

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learned. How many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

3) Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility or choosing the vocabulary to be taught on the students, in other word, the

students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

4) Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

5) Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well. The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). So that a student will learn words in the situation in which they are appropriate.

f. Media in English Vocabulary Learning

1) Definition of Live Worksheet

The student can use the worksheet as a guide to conduct an inquiry or get the solution of the problem activities. It has two functions, first as a guide for developing cognitive aspect exercises and make a guidelines for

the development of learning in the form of experimental or demonstration guidelines (Trianto, 2008). Furthermore, Lestari (2013: 6) proposed that student live worksheets are teaching materials that have been packaged. the function is to make the student comprehend the material independently.

Nurhidayah (2016:12), in her article stated that live worksheet contains of the material that student have to learn it. Worksheet also as media that has instruction lesson live Worksheet is the guidance for student to solve the problem in activities (Trianto, 2007: 73). Based on the descriptions, live worksheet is tools which can help students study independently and motivation for student to achieve the goals more.

2) Kinds Live Worksheet




Picture 1

Cover Kinds Live Worksheet

Vocabulary Quiz

Per each correct answer, you will get 10 points out of 50.



Student Name

First Name

Last Name

Student ID

- 1 - How you ever _____ to be a doctor?

told
 asked
 considered

- 2 - _____ means "clearly seen or understood; obvious".

Doubtful
 Evident
 Perhaps

- 3 - Which one is the best synonym for "extension"?

long look
 extra time
 quick action

- 4 - By which word a period of "ten years" is represented?

dozen
 decade
 deck

- 5 - It's been 3 months since I _____ saw you.

before
 best
 last

Person
they

Adjective
verb

What are they like?

Complete each sentence with an adjective from the box. There are some extras. Example: My friend Tom never says bad things about me. He's very _____.

bad-tempered

big-headed

bossy

cheerful

clever

confident

dishonest

duff

easy-going

friendly

generous

helpful

impatient

jealous

lazy

loyal

mean

modest

moody

patient

polite

quiet

rude

selfish

sensitive

serious

shy

social

talkative

tidy

unfriendly

untidy

1. Susan is the most _____ person I've ever met. She's always smiling and teasing jokes.
2. Ada is very _____. She always says "Please" and "Thank you".
3. Patrick is very _____. He always does well in tests.
4. Sandra is so _____. She believes that nobody is better than her. She should be more _____.
5. My cousin Martha often tells me what to do. She's a bit _____.
6. Don't say unkind things to her - she's very _____.
7. My sister is always very _____. Everything in her room is in the right place. Anything is _____.
8. If your homework is difficult, you can ask Helen. She is always very _____ and she'll explain it to you.
9. Jim doesn't do crazy things. He's very _____.
10. My aunt is often angry. She's really _____.
11. Get up! Don't be _____, Susan!
12. How _____ Ronald is! He's the most boring person in my class.
13. My neighbour is not _____ in fact, she is often quite _____.
14. Don't leave money on the table. Some people are _____.
15. Our new P.E. teacher is very relaxed and friendly. He's an _____ person.
16. Ralph is _____ that he will turn the match. He's trained a lot.
17. Ted is making me crazy. You're his hobby and five minutes later angry. I can't stand _____ people!
18. My cousin Betty never shares her candies with her friends. She's so _____. Nobody matters.
19. We really enjoy parties. We're very _____ and _____.
20. Lane is very _____. Sometimes you don't know he is there.
21. My English teacher is always very _____. She will explain us anything if we don't understand it.
22. Be _____ and don't waste your time. You have to study hard if you want to get good marks.

Write the name of the person

1. I really like people who are _____ and _____.
2. I don't like people who are _____ or _____.
3. My best friend is _____ and _____.

Write the name of the person

Choose the words from the _____.

LIVEWORKSHEETS

Finish!!

Picture 2

Kinds live worksheet

Asmawati, (2015:4-5), proposed that live worksheet is consist of four kinds. Those are as follows :

Visual live worksheet (Printed file: hand out, book, module, paper sheet, leaflet, brochure, wall chart, picture and painting).

- a) Audio live worksheet (non-printed file: cassette, audio disk and so on).
- b) Audio visual live worksheet (Video, movie/film, compact disk and so on).
- c) Multimedia live worksheet (interactive teaching material: computer assisted instruction, compact disk, web materials and so on).

2. Factors Influencing in Learning English Vocabulary

Students' interest in learning will not be separated from various factors that affect them, both in students and in surrounding environment. According Slameto in Setiani and Priansa (2015: 62) states several factors that influencing student learning interest, namely:

a. Internal Factor

1) Health

The students who are in the fit condition can affect their learning process. because they get tired, their enthusiasm is droop and the other bad condition (dizzy, sleepy).

2) Intelligence

Intelligence has a big influence on learning progress. In the same situation, the successfulness will be getting by student who has high level of intelligence. Nevertheless, they are not sure about learning, because learning is a complex process with many factors that influence it.

3) Attention

In learning, the boredom will arise when students do not pay attention to their learning process, then they difficult to understand it so it can make student does not likes to study. Therefore, attention is very important for every student. Students who pay attention when the teacher is giving lessons, then students will be comprehend the materials.

4) Talent

Talent is the ability to learn. If students learn a compatible subject matter to their talents, the learning outcomes will be better.

5) Readiness

The condition of someone who has willingness to respond something is known as readiness. The willingness will be come out when someone on the maturity phase. The maturity means readiness to bring out skills.

b. External Factor:

1) Family

Including: how the style of parents in educating, family members relationships, environment, the family economic, parents' attention, cultural.

2) School

Including: teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, standard of assessment, building conditions, learning methods, homework assignments.

Rifa'i and Anni (2012: 80-81) explain the factors that influencing in learning process. The outcomes are the internal and external conditions of students. Internal conditions include physical conditions, for instance, the health of organs, psychological conditions, such as intellectual, emotional abilities, and social conditions such as the ability to socialize with the environment. Therefore, the perfection and quality of the internal conditions possessed by students will affect the readiness, process, and learning outcomes. As complex as the internal conditions are the external conditions that exist in the student's environment. Several external factors such as the variety and difficulty level of the learning material (stimulus) being studied (responded), the place of study, climate, environmental atmosphere, and learning culture of the community will affect readiness, interest, process, and learning outcomes.

Based on an explanation of the factors that influencing interest learning, we can get the result about students' interest in learning is influenced by internal factors and external factor. Internal and external

factors have an important role for the development of student learning. Students who have self-awareness good physical and mental condition and external environmental conditions (family, school, community) that supports it, it will foster student interest in learning the good one. Conversely, if the physical and mental conditions of students are not support and external conditions (family, school, community), then will have an impact on the development of student interest in learning. Consequently, the teacher need understanding and recognizing various aspects and characteristics of students, so the student can achieve the goals of learning process as well.

B. Previous Studies

Some writers have conducted the research about Error Analysis. There are several studies related to this content, which is:

Table 1
Previous Studies

| No | Writer, Title, Year | Similarities | Differences |
|----|--|---|---|
| 1. | Wahfiuddin Jamil “The Students’ Learning Interest of Quipper School Used by The Teacher in Teaching English”, 2019 | The similarity of this study is having same focus in the students’ interest. | The difference from this study is the methods used the study and the use of media and students’ interest in certain skill |
| 2. | Sri Nengsi “Students’ Interest on Remote Learning (a study at the second grade of SMP N 1 Lembang Kabupaten Pinarang), 2021 | The similarity of this study is having same discuss about Students’ interest in learning. | The difference from this study is the use of media, the place of research, and method used in the study |

| | | | |
|----|---|---|--|
| 3. | Indri Kartini and Evie Kareviati “The Students’ Responses toward The Implementation of Pictionary Game in Teaching’ Vocabulary to The Seventh Grade in One of Junior High School in Cimahi”, 2021 | The similarity of this study is having same the effectiveness of application use for vocabulary learning. | The difference from this study is the use of media, the place of research. |
|----|---|---|--|

1. The Students’ Learning Interest of Quipper School Used by The Teacher in Teaching English by Wahfiuddin Jamil, 2019.

This research studied about the interest of students when they are studying English by using Quipper School. From this research, we can find most of the students were interested in Quipper School as a medium of learning English in the class.

2. Students’ Interest on Remote Learning (a study at the second grade of SMP N 1 Lembang Kabupaten Pinarang) by Sri Nengsi, 2021.

In this study it is used to know students' interest in remote learning. The study uses a quantitative description method, researchers use an purposive sampling, by spreading samples to determine student responses. The results of this study suggest that students' interest in remote learning is in the real and powerful category of interest.

3. The Students’ Responses toward The Implementation of Pictionary Game in Teaching’ Vocabulary to The Seventh Grade in One of Junior High School in Cimahi by Indri Kartini and Evie Kareviat, 2021.

In this study is intended to seek students' response to language learning vocabulary using pictorial games in English studies. The study USES qualitative descriptive methods. High-end data collection. The results of this study are intended to attract and motivate students to study English vocabulary. The observation data shows that pictorial is making students more active in studying. And the results of this game can motivate students in learning and it's a fun way.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the Researcher explain some of the point found in the research method, which is: Research Desain, Research Setting, Research Subject, Technique of Collecting the Data, Data and Source of the Research, Technique of Analyzing Data, The Trustworthiness of the Data

A. Research Design

In this study, the researcher uses descriptive qualitative because this study was carried out in one case to learn responses to how the students' interest in learning English vocabulary is using live worksheet.

According to Bogdan and Taylor (1975), qualitative research includes research procedures that produce descriptive data. Descriptive data is that which is written in exact words. According to Moleong (2007:6), qualitative research aims to understand phenomena experienced by the research subject, which is used to research things relating to study the subject's behavior, attitudes, motivations, perceptions, and actions. According to Nawawi (2003), the data for case studies can be obtained from all concerned, in other words the data in the study is collected from various sources. According to the Sutedi (2009;61), a case study must be conducted a close analysis of the factors associated with the case so that it can finally be reached at a conclusion. According to Koentjaraningrat (1993: 89), qualitative research suggests that research is a three-formatted study design. The three formats include descriptive research, verification and grounded research format.

In conclusion, this study became a qualitative descriptive because it uses data in word form and studies students' interests presented by Moleong (2007:6). This is because the researcher want to explain how the student's interest in learning English vocabulary using during worksheet media in the ninth grade of junior high school Negeri 3 Colomadu and a study of the factor that affects the student's interest in learning English vocabulary using live worksheet media.

B. Research Setting

1. Place of Research

The researcher would research SMP N 3 Colomadu and located it on JL. Adi Soemarmo Airport, Central Java Privince, Karanganyar Regency, Colomadu Subdistric, 57177. The location of this school is strategically located on the main street.

2. Time of Research

This research was compiled from August 2021 to March 2022. The researcher took data directly and indirectly. The researcher searching for student data conducted online as schools still adopt a blended learning system, and then infromation from English teachers is carried out direcly by face to face interaction at school. In below is the research schedule:

C. Research Subject and Object

The subject of the research is the grade ninth of SMP Negeri 3 Colomadu. Here are 8 classes at SMP N 3 Colomadu. It's class: 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H. In this research, they only take one class, 9C on the advice given by the teacher. The researcher used 32 students for questionnaire and 5 students of them will take more detailed information by the way of interviews. To determine the subject, the researcher uses purposive sampling. The purpose sampling is to find the class that has good in interest and uses the information from the English teacher to determine the class.

The object of research in this study is an analysis of students' interest in learning English vocabulary using live worksheet media during online class. The research analyzed to five students who took part student interest ninth grade students of SMP N 3 Colomadu because these five students have a high interest and easy to communicate, moreover to analyzed the factor that influence students interest in learning English vocabulary using worksheet live during online class.

D. Data and Source of the Research

1. Data

The research data is analysis of students' interest and factors influencing the students' interest in learning English vocabulary using live worksheet during online class at the ninth grade of SMP N 3 Colomadu.

2. Source of Data

This research data source was obtained from :

- a. The researcher used the questionnaire to survey the students' interest in learning English vocabulary using the worksheet used by the English teacher at SMP N 3 Colomadu in 9c class.
- b. The researcher interviewed with the English teacher teaching 9c to ask questions about studying the English vocabulary using the worksheet and doing deep interview with 5 of 9th grade students about interest to learning English vocabulary using live worksheet.

collect the data were smarthphone, laptop, stationaries, and notes. The researcher used interview and made question list that will be appendix.

E. Data Collection Techniques

According to Djaman Satori and Aan Khomariah (2011), he said "Collecting the data in scientific research is a systemic procedure for obtaining needed data."

Collecting the data that the researcher does for information and coherence data that match the purpose of the study, so the researcher conducted the study using the method of gathering data as follows:

1. Questionnaire

The questionnaire is a data collection technique employed by giving a written set of questions or statements to the respondents to get answers. (Sugiyono, 2005:162).

Sugiyono (2005:157) in Sutrisno Hadi(1989:192) opinion that something you want to hold on to research using the following interview and questionnaire methods :

- a. That the subject is the most knowledgeable person.
- b. That what the subject says to a researcher is a truthful and trustworthy statement.
- c. The subject's interpretation of the questions that researchers have asked him is as intended by the Researcher.

According to Dewa Ktut Sukardi (1983), questionnaire are a technique for collecting data done by research methods that need not bring or require the immediate arrival of respondents (data sources).

The researcher used the questionnaire instrument with 13 questions and close questionnaire “yes” or “no” to give students questions related to how the student's interest in learning English vocabulary uses the worksheet and to know the student's response to learning the English vocabulary uses the live worksheet.

2. Interviews

Kvale (1996:14) in Mohen (2021) said: "as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data". According to Sutrisno Hadi(1989:192) Interview is the verbal debriefing process, where two or more people can handle physically, one can look at the other person's looks and listen to their ears, turns

out the direct information of a plucking device on some social data, either hidden (background) or manifest.

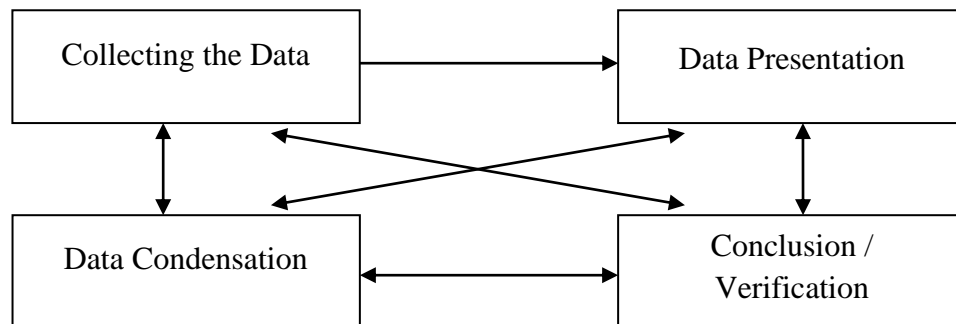
The researcher can use the method to obtain some information that researcher need about students' data, school profiles, school information, and learning the students' interest in English vocabulary. The researcher interviewed the student and some school parties to get some information about the school and information on how the student responds to study English vocabulary and other things that have to do with research. In this study, the researcher conducted a live interview with the school associated with questions about school data and school profiles. To interview with student researchers will provide online related to the student's interest in language vocabulary-questions as a technique for collecting data from this research.

F. Research Instrument

The key instrument is the researcher herself. To help the researcher take the data, the researcher uses some equipment including questionnaire and to interview guide. The researcher also met the English teacher to interview. The questionnaire were sent by WhatsApp in order to make the students easier of filling the data needed. After that, the students were interviewed about their interest of learning English vocabulary using worksheet live during online class. The addition tool used by the researcher to collect the data were smartphone, laptop, stationaries, and notes. The researcher used interview and made questionnaire that will be appendix.

G. Data Analysis Techniques

In analyzing the data, the Researcher uses the theories of Miles, Huberman and Saldana (2014). According to theorize Miles, Huberman and Saldana (2014), stages in data analysis are three steps in data collecting, data condensation, data presentation, and verification / verification and can be decribed as follows:



Picture 3

Process of data analysis

(Source: Miles, Huberman and Saldana, 2014:14)

1. Collecting the data

The researcher uses this method to collect research data from interviews and questionnaire. All data types have a key aspect in common. Data analysis depends on the skill of the researcher. So it requires skill in number data, detailed wording data.

2. Data Condensation

According to Miles and Huberman (2014:10) data condensation refers to the process of selecting, focusing, simplifying, and transforming data found on both field notes and transcripts in the study are described as follows:

a. Selecting

According to Miles and Ruberman (2014:10) the researcher have to be selective in determining which dimensions are more important, which ones may be more meaningful, and as a consequence, what information can be collected and analyzed.

b. Focusing

Miles and Huberman (2014:10) claim that focusing data is a pre-analyst form. At this stage researcher focus data relating to the research problem. This is a continuation of the data selection stage. Researchers only restrict data based on a theoretical problem.

c. Abstracting

It is creating core recitation, process, and statements that need to be kept in. At this stage, the data gathered is evaluated especially with data quality and data coverage.

d. Data Simplifying and Transforming.

In the study, the data that follows is simplified and transfused in various ways: through selection, summary or brief description, and classify data.

3. Data Presentation

The following step after data condensation is the presentation of data eaten by Miles and Huberman (1992) as the general body of information that gives the possibility of a deduction and action taken.

In this step, a closer look at the presentation of data makes it easier for researcher to understand what is happening in the study and what to do. The Researcher presented the data by simplifying it using the original text in the narrative.

4. Conclusion/ Verification

The final step in analyzing the data that the Researcher is making is a deduction. The researcher deduced all the points of the data that has already been collected, thus becoming clear.

The researcher describe conclusions related to students' interest in learning English vocabulary using during the live worksheet at the ninth grade of SMP N 3 Colomadu.

H. The Trustworthiness of the Data

In this study, the researcher uses qualitative data, so the validity of the resulting data is emphasized more on the qualitative data. The researcher employed a triangulation technique to check the validity of data.

According to Moleong (2010: 330), triangulation is a data validity technique that employs something outside the data to check or reference it.

The type of triangulation used in this study is triangulation method. Since the data gathered in this study is qualitative data, the validity of the data done is overemphasized on the validity of the qualitative data. The researcher used triangulation as a technique to verify the validity of data.

In this study, the researcher used technical and source triangulation. Technical triangulation is done by comparing data obtained from interview and questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In chapter four, the researcher showed the specific findings of this study. The results of this study are divided into two parts: 1) The student's interest in learning vocabulary using a worksheet. 2) The factors that influence the students' interest in learning English.

1. Students' Interest in Learning English Vocabulary Using Live Worksheet

To find out how students are interested in learning English vocabulary using a live worksheet, a questionnaire is used as a data collection tool. Based on the results of data collection using a questionnaire, the results obtained were 26 students answering "yes" out of 31 students, in response to students' interest in learning English using a live worksheet, 5 students statements "No" about students interest and one student not answer the questionnaire.

It means that most students in C class are interested in English, especially in learning vocabulary. The questionnaire result supports that only one student clings to states which speech is essential in English learning. It means that most students realize that vocabulary is crucial when they are studying the English language because it is fundamental for learners to master to communicate fluently. (Appendix 1)

The teaching process influencing the students' interests. If the process of doing something is fun, enjoyable, and not get much pressure, the learner will be

enthusiastic about the learning process. The same goes for learning English vocabulary. The students enjoy the learning process. They get the best treatment from the teacher in delivering the materials. They still pay attention to the learning process, even online. Because the media of teaching is attracting them to follow it. That is a Live Worksheet. It can be seen from the sample of interviews here.

Based on an interview with students in ninth grade with initial DAPA said:

“Saya tidak bosan ketika belajar bahasa inggris karena saya sering belajar dan suka pelajaran bahasa inggris. Penggunaan Live Worksheet sangat mudah dan menarik karena cara pengerjaan soal berbeda dari umumnya. Materi yang diberikan Bu Rita yaitu report teks seperti memberi jawaban mana judul, mana isi, dan memberikan materi kosa kata beserta artinya yang belum saya ketahui arti dari kosa kata tersebut”.

(Interview, April 27, 2022)

The teacher interview also supports the student’s statement above that the live worksheet can engage their interest in studying vocabulary. The teacher tries to give the best way to make their students keep learning a language without boredom. The teacher provides the online platform named Live worksheet, and it works. Here the interview of the teacher.

Based on an interview with RS said that:

“Dengan Menggunakan Liveworksheet yang dapat menarik karena berbagai cara pembelajaran berada pada worksheet ini , dan guru harus menciptakan kelas nyaman dan

menyenangkan tanpa ada kata bosan insya Allah akan membantu siswa semakin minat terhadap pembelajaran bahasa Inggris”

(Interview, April 7, 2022)

From the interview sample above, we can say that students are interested in learning English vocabulary because their teacher provides the media to learn vocabulary. Their interest increases when they find the appropriate media to learn it (getting language). It helps the students in mastering vocabulary skills. Students' response in learning English vocabulary using direct worksheets in the ninth grade of junior high school 3 Colomadu is high enough. It can be seen from the teaching and learning English process they enjoyed the online class; they felt it easier to gain vocabulary in an online course, they had new sources to collect the latest languages, and then they used those vocabularies in interacting with their friends by virtual (messages) or face-to-face.

The use of live worksheets in online learning is beneficial for students. The worksheets provide the various materials that help them get many insights. And they can practice answering the question through this worksheet. The Live worksheet helps not only the student but also the teacher itself. The use of a Live worksheet is very beneficial. The teacher does not need more effort to prepare the exercise because the Live worksheet provides interesting material and activities. The sample interview below can represent the students' responses regarding using a live worksheet in learning vocabulary.

Based on an interview with AJ said that:

“Penggunaan live worksheet sangat mudah karena tinggal memencet link yang sudah diberikan guru dan saat masuk di web dan kalau kita melihat kita langsung tau cara mengerjakannya. Menggunakan Live Worksheet sangat menarik karena memiliki bentuk yang berbeda pada umumnya. Kita dapat mengetahui nilai setelah digunakan dan memiliki fitur yang cukup unik. Materi yang diberikan Bu Rita yaitu report teks seperti memberi jawaban mana judul, mana isi, dan memberikan materi kosa kata beserta artinya yang belum saya ketahui arti dari kosa kata tersebut. Saya sering menggunakan bahasa inggris saat membuat story, chatting bersama teman / keluarga. Hal ini dapat meningkatkan kosa kata saya. Saya agak sering berbicara bahasa inggris walaupun hanya sepenggal-sepenggal dan ini dapat menambah kemampuan kosa kata”. (Interview, April 27, 2022)

The researcher also provides a good result in learning vocabulary using a Live worksheet from the teacher’s interview. The teacher compared the learning vocabulary using the Live worksheet and without it. Several things in the learning process become better using use Live worksheet and such as increased enthusiasm, better feedback between students and teacher, discarding boredom, and attracting students’ attention with interesting and exciting media.

Based on interviews with the teacher said that:

“Liveworksheet sangat meningkatkan kosa kata pada siswa terutama pada vocabulary, setelah saya menggunakan Live worksheet banyak sekali soal soal, materi untuk belajar vocabulary dari dasar dan bisa menguasai materi sedikit demi sedikit.

Sebelumnya saya hanya menggunakan gc dan gmeet, untuk pembelajaran di gc dan gmeet itu sangat monoton dan tidak simpel, serta siswa kurang perhatian terhadap pembelajaran, sedangkan menggunakan live worksheet siswa menjadi memiliki antusias tinggi untuk belajar bahasa inggris, karena menggunakan aplikasi live worksheet ini sangat menyenangkan banyak pilihan gambar dan pengerjaannya mudah serta siswa dapat mengetahui langsung nilai saat pengerjaan soal. Tampilannya lebih menarik". (Interview, April 27, 2022 with Mrs R)

Relate to the interview above, the students' responses using Live Worksheet in learning vocabulary are good. How to operate the media is easy. The students are not bored in using direct worksheets because the worksheets have unique features and various sources and also much practice in worksheets. They get a lot of new vocabulary that they can use to post on their social media and a having chit-chat with their family and friends. Using the live worksheet made them feel confident to speak even though they are still learning English vocabulary, but it engaged students' motivation in learning English.

2. Factors Influencing Students' Interest in Learning English Vocabulary

This section presents the qualitative data findings, supporting evidence, and validates the survey's findings. This part describes the factors that cause the students' interest in studying an English major. The qualitative data were obtained from a questionnaire distributed to thirty-one students and interviewed five students. The result will be presented as follow.

a. Internal Factor

1) Health

In the teaching-learning process, health is one thing that supports students to keep learning. If the student is in conditions like tired, floppy, or less spirit, they will be easily bored and lose their concentration. This situation will minimize students' interest. Most students in class nine C lost the feeling of studying English vocabulary when they got sick. Here is the sample of the interview regarding a health issue.

Based on a interview to students of ninth grade with AUN:

“Ya, terganggu karena saat sakit membuat fokus dalam diri kita berkurang apalagi dalam memahami atau belajar kosa kata”. (Interview on April 27,2022)

The student's answer said that health is essential in learning English and significantly gaining vocabulary. The unhealthy condition will distract his focus during the learning process.

2) Intelligence

Intelligence is essential to memorization of the vocabulary and the learning of English. The intelligence that the student has is easier to remember the vocabulary that he received. If the student has superior intelligence will make them memorize vocabulary more, they can communicate well in English while the study of English and they are able to master English material.

“Kecerdasan siswa dalam menghafalan kosa kata bahasa inggris itu juga penting, dengan kecerdasan dalam menghafal kosa kata siswa pastinya lebih banyak memiliki kosa kata sehingga ia akan dapat berkomunikasi dengan baik menggunakan bahasa inggris”.

(interview with Afanin on April 27, 2022)

From the above interview, it can be concluded that students with high levels of intelligence are more likely to memorize a vocabulary and be able to communicate well in English.

3) Attention

Attention is one of the things that can arouse students' interest in learning English vocabulary. Students who pay close attention to what the teacher teaches, they will be easy at getting the material presented.

Based on a interview to student of ninth grade :

“Tidak bosan, karena saat daring menggunakan web live worksheet kita juga penasaran dengan sesuatu yang baru ini jadi saya tidak bosan. Materi yang diberikann oleh Bu Rita menurut pribadi saya sebenarnya ada beberapa yang tidak paham dan inisiatif mencari tahu lebih lanjut Inilah efek daring juga dan ini lebih mudah dan mempengaruhi kita dalam mempelajari kosa kata bahasa inggris dan ini menurut minat saya”. (Interview with A on April 27, 2022)

The students answer that online learning is not boring, students are curious about learning by live worksheet, so they pay attention to the learning

English vocabulary and the material given by teachers leads students to take the initiative to learn more about the vocabulary being taught.

4) Talent

The ability to learn is called talent. If the subject matter studied by students follows their talents, the learning outcomes will be better. So, talent and learning have a relation. Specifically, in learning vocabulary, a student in the C class said that they like English subjects and that getting many languages is essential for them. Because it can help them to stay communicate in English. When people have enough vocabulary so they can share it with others, here is a sample of the interview.

Based on an interview with the student said that:

“Saya menyukai pelajaran bahasa inggris karena sejak kecil saya sudah terbiasa mempelajari bahasa inggris. (interview, April 27, 2022 with Devon).

“Pelajaran bahasa inggris asyik dan merupakan bahasa universal yang digunakan masyarakat di dunia” (interview, April 27, 2022 with Regis).

Mempelajari kosa kata bahasa inggris sangat penting karena itu modal utama untuk penyusunan kalimat dan kemampuan lain. Dengan menguasai kosa kata dapat memudahkan seorang menggunakan bahasa inggris. Bahasa Inggris bisa untuk bekal masa depan untuk menggapai cita-cita saya”.

(Interview, April 27, 2022 with Afanin)

The mixed answers from several students about English and learning English vocabulary mean the students enjoy studying English.

They concepting English as an essential subject. By studying English, they can use it for a future better life or catch up on their dreams because English is the language that operates around the world. They also said in learning English, vocabulary is a crucial thing. People have to get enough or lots of vocabulary to communicate with others. It is hard for them to share if they are fewer vocabulary. He also said that he has already studied English since he was young, so English is not hard enough for him.

5) Readiness

When learners are willing to respond, anything in learning is called readiness in education. In this condition, the learner has already prepared for the lesson. So, it makes them easy to get new insight because they got ready enough and trained well. This issue is also worth it in learning English. This research found the learner who prepared the English lesson before learning is running. The sample of interviews below supports it.

Based on a interview with the student said that:

“Ya saya membaca materi terlebih dahulu karena susah juga memahami pembelajaran bahasa inggris tanpa membaca terlebih dahulu kalau cuma mendengar penjelasan dari guru”. (Interview, April 27, 2022 with Regis)

Based on the questionnaire, most students in C class answered the question about preparing subjects before learning. The interview also

supports those answers. The sample of interviews above said that preparing material regarding the English subject is essential. This effort is beneficial for getting a surface understanding of English before the learner gets the teacher's explanation. So, the learner can check his knowledge with his teacher (Is it right or not?), and he will understand the material thoroughly.

b. External Factor

1) Family

The external component is also needed to better understand the learning process, like supporting family. Family is the closest circle for learners, so great support from their family is the learner's power in the learning process. The various family support, for instance, how they treat their children at home, giving the additional private English teaching, and providing a conducive house for studying. Most students in C class chose 'yes' in the questionnaire regarding family support. Here the sample of the interview.

Based on an interview with students in ninth grade with initial AAN said:

“Peran orang tua sangat penting karena anak-anak harus mendapatkan pembelajaran dari orang tua untuk meningkatkan kosa kata bahasa inggris.

(Interview, April 27, 2022)

Ya peran orang tua berpengaruh dalam belajar kosa kata bahasa inggris. Dengan cara memberi

dukungan maupun pendidikan dengan mengajari menggunakan bahasa inggris. Contohnya kita bisa secara langsung berkomunikasi menggunakan bahasa Inggris”.

(Interview, April 27, 2022 with Devon)

The interview above shows that parents can help the learner learn English vocabulary. They can be a partner in speaking English, and learners can try to use the languages they get to communicate with their parents. So, this issue is affecting the learner to be a better English learner.

2) School

School policy, learning method, teacher strategies, school environment, and school facilities are various examples of the part of the school-all things in school participation successful learning specifically for English vocabulary. Good facilities help the students in looking for sources. Even in pandemic situation, if the teachers use the appropriate strategy, maximize the technologies/ facilities so they can share materials/insights easily. In this study found interactive learning strategy to teach vocabulary, even in online learning. It helps to engage the student to study vocabularies. Here the example of the interview regarding the learning online.

Based on an interview with the student said that:

“Saya dapat mengikuti kelas bahasa inggris secara offline dan online karena penyampaian materi sangat menarik dan mudah dipahami. Belajar kosa kata

bahasa inggris itu mengasyikan selain itu ditunjang juga pengaruh dalam gaya pengajaran guru bahasa inggris saya dengan menggunakan lembar online sehingga saya cukup mudah untuk mendapatkan banyak kosakata”.

(Interview, April 27, 2022 with Devon)

From the interview above, we know that the teacher’s strategy and the technology can help the student more vocabulary. It can decrease the students’ boredom, especially in learning vocabulary.

B. Discussion

The finding of this research show that students’ interest in learning vocabulary by using live worksheets is quite high. The researcher for internal and external factors that affected students’ interest in learning the language. The internal factor like health, talent, and readiness. Then external factors are parents and school. Those two factors influenced the student’s interests and made them better English learners. The data findings show that most students are interested in learning vocabulary through live worksheet because it was effective. The operation of this live worksheet is easier to do for student, most of the ninth-grade students have good responses in using a direct worksheet. The student’s responses to the questionnaire also show that they are interested in learning vocabulary through live worksheet because the live worksheet feature makes it easier for them to practice their vocabulary knowledge. The students use it to answer several questions about vocabulary and apply the new vocabulary that has been found on the live worksheet on interaction with other people.. Kamer and Lightnerin (2007), as cited in Nikbakht and Boshrabadi (2015), said that the students would be interested in applying their knowledge if they are equipped with

modern facilities that are often used. The live worksheet features are modern facilities for students; they can improve their ability to memorize new vocabulary. The students are interested in using live worksheet.. It also motivated the student to be a better learner, especially in mastering vocabulary skill. Ramdhany (2017) stated that students' interest is the feelings that can motivate them to do something. Besides, they feel encouraged to make notes of some vocabulary that has been found on the Live Worksheet. It means that the students have a positive feeling in learning vocabulary through Direct Worksheet. So, it can be concluded that live worksheet engaged students' interest in learning English vocabulary

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents some conclusions and suggestions dealing with Students' Interest in Learning English Vocabulary Using Live Worksheet during Online Class at the Ninth Grade Of SMP N 3 Colomadu based on the result of the research and the discussion describe in the previous chapter.

A. Conclusion

In this research, the researcher conducted the content analysis from the research "Students' Interest in Learning English Vocabulary Using Live Worksheet during Online Class at the Ninth Grade Of SMP N 3". The study is intended to answer the research question: how are the students' interest in learning English vocabulary using Live Worksheet during online class and what are the factors influenced the students' interest in learning English vocabulary using Live Worksheet during online class.

Based on the data presented in the previous chapter, it is concluded that students' interest in learning English vocabulary using Live Worksheets during online classes in the ninth grade of junior high school 3 Colomadu. From the data obtained in the questionnaire most of the students have a high interest in learning when using Live worksheets. This can be seen and known through the students' responses when answering the questionnaire that the researcher shared regarding students' interest in

learning English vocabulary using the live worksheet application during online classes. Thus, the researcher continued for having interview with several students who were able to apply the vocabulary they got to everyday life. - day in learning English. They applied it by creating Whatsapp stories, or chatting with family or friends, so they can improve their English vocabulary using this live worksheet. The factors of interest in learning in English online classes using this live worksheet greatly affect the ninth graders of Colomadu 3rd grade, namely: 1) internal factors; a) health, b) talent, c) readiness; 2) external factors: a) family; b) school.

B. Suggestion

So that learning objectives, especially English subjects can be achieved, the researcher would like to provide some suggestions, as follows:

1. For students, the researcher would like to add that interest in learning English vocabulary is very important, to increase vocabulary knowledge, practice and read more. The students need to improve and use English more often when talking with friends or can make stories on social media to get more words and be successful in mastering English lessons.
2. For teachers, the researcher suggests that the method used by the teacher is quite efficient, and the reseacher wants to convey that it is important to keep learning English vocabulary being more interesting so that students learn easily and enjoy learning English. Teachers must always provide motivation and encouragement for students to always be enthusiastic in learning English vocabulary.

3. For schools, the researcher suggests for always providing support to their students by providing facilities and services so that English teachers can easily make learning more efficient. The school also need to hold an English competitions so that students are more interested in learning English and increase vocabulary.

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APPENDIX

Appendix 1. script questionnaire

Nama Siswa
31 jawaban

Kepo

Nataya Sesila Putri

UUT PURWANTI MUSTIKASARI

Zuliano Yusuf

Maretma Thaahaaya Dwiratna

AZIZAH DIAN PRATIWI

Devon Aqwinaldo Pandu Azraqi

Nabilla Farah Annisa

Danila Aulia F

Nama Siswa
31 jawaban

Aulia Abel Noya

keysha asmaul husna putri

Shyfa Aisha

Anis Arsinta Hernani

Zahra Latifatussabila

Hana Michiko Hutabarat

Krisna Bayu N

Afanin Zahra H

Elvina safa priscilla

Nama Siswa
31 jawaban

| |
|---------------------------|
| Regis Lukmanhakim Subekti |
| Muhammad Hari Saputro |
| Addam Jordanni |
| Naufal Sakti Prastyo |
| Cay Sania M.S |
| Ferdi putra ramadhan |
| Satria Pamungkas Aji R |
| Fatihah Aufa Rizqina |
| Raafid Cahya Rifqi Tahta |

Nama Siswa
31 jawaban

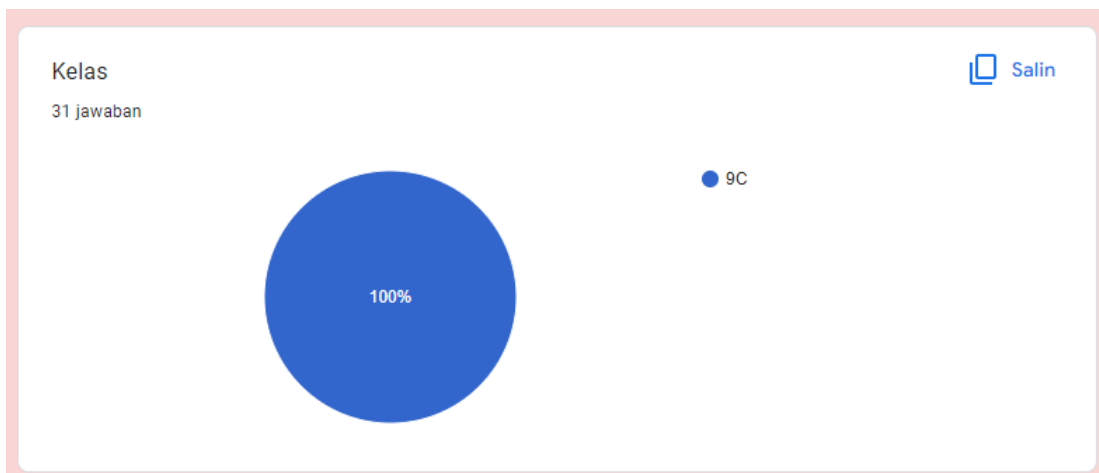
| |
|--------------------------|
| Cay Sania M.S |
| Ferdi putra ramadhan |
| Satria Pamungkas Aji R |
| Fatihah Aufa Rizqina |
| Raafid Cahya Rifqi Tahta |
| Revalia Dwi M |
| Muhamad Ghufon Albukhori |
| Anan maulana |
| Fahrel Ardi Firmansyah |

Nomor Whatsapp

31 jawaban

Kepo

- 083866593373
- 085607384542
- 082362500155
- 082134933018
- 089628973379
- 082134741414
- 085878323451
- 081804118217

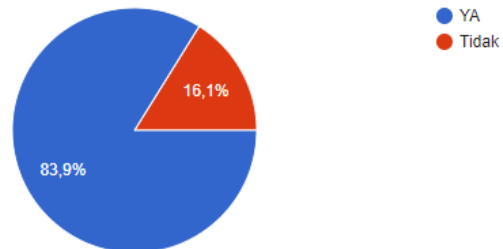


English Learning Vocabulary

1. Anda suka dengan pelajaran Bahasa Inggris?

Salin

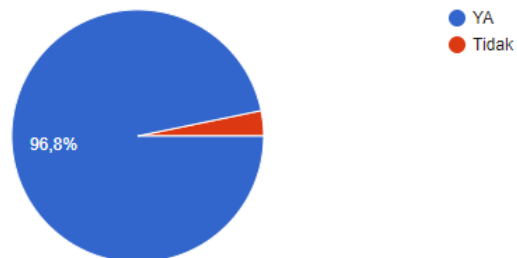
31 jawaban



2. Belajar Kosakata dalam pembelajaran Bahasa Inggris sangat Penting.

Salin

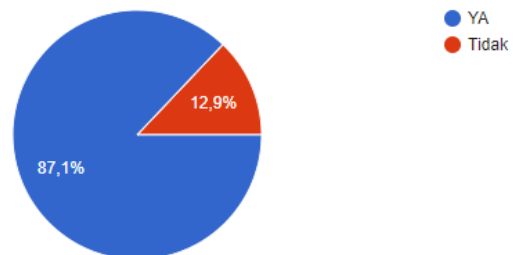
31 jawaban



3. Anda dapat mengikuti kelas Bahasa Inggris secara Offline dan Online

Salin

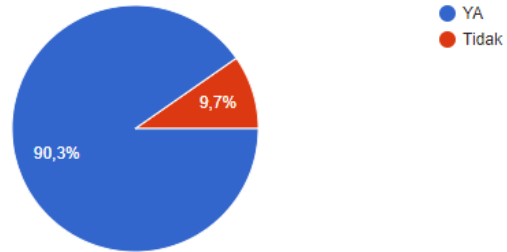
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4. Minat dalam belajar bahasa Inggris penting.

 Salin

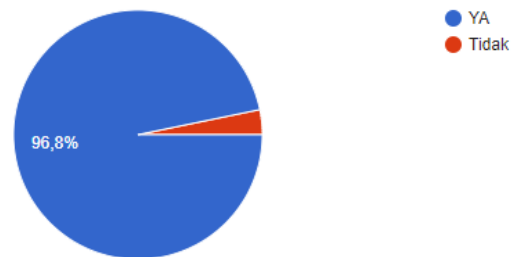
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5. Penggunaan aplikasi Live Worksheet mudah digunakan

 Salin

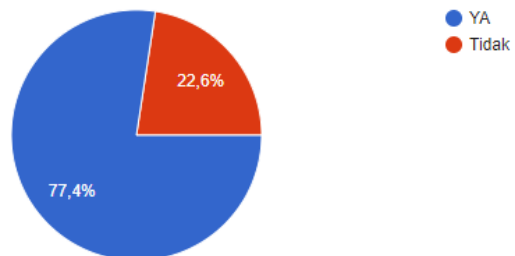
31 jawaban



6. Saat sakit anda sering tidak fokus dalam belajar kosa kata bahasa Inggris.

 Salin

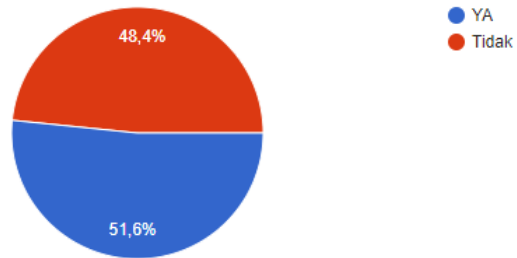
31 jawaban



7. Anda sering menggunakan bahasa Inggris (bahasa campuran) saat berbicara.

 Salin

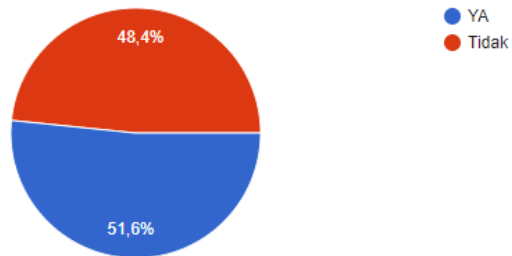
31 jawaban



8. Anda sering bosan saat belajar kosa kata bahasa Inggris

 Salin

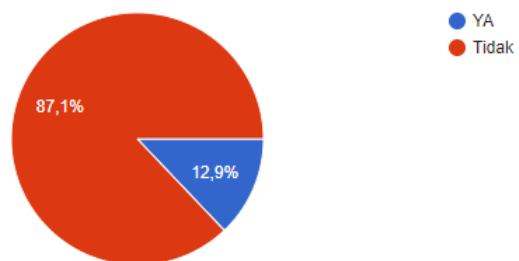
31 jawaban



9. Anda pernah mengikuti kompetensi bahasa Inggris.

 Salin

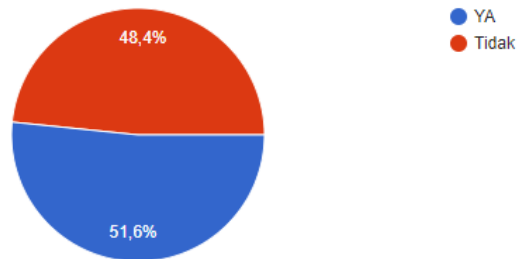
31 jawaban



10. Usia berpengaruh dalam menghafal kosa kata bahasa inggris.

 Salin

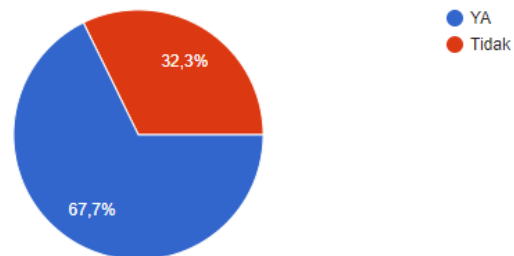
31 jawaban



11. Anda membaca materi terlebih dahulu sebelum mengikuti pembelajaran bahasa inggris.

 Salin

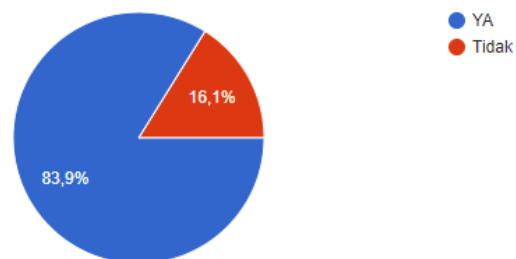
31 jawaban



12. Peran orang tua berpengaruh dalam belajar kosa kata bahasa inggris.

 Salin

31 jawaban





Appendix 2 script interview

A. Script interview with students

1. Nama Responden : Addam Jordanni

| No. | Pertanyaan | Jawaban |
|-----|--|---|
| 1 | Coba jelaskan alasan mengapa anda suka / tidak suka pelajaran bahasa inggris ! (sesuai jawaban anda) | Ya, saya suka pelajaran bahasa inggris karena pelajaran ini sangat menyenangkan untuk dipelajari dan masalah susah atau tidaknya kadang-kadang naik turun untuk materinya tidak selamanya mudah dan tidak selamanya susah. Bahasa inggris bisa untuk bekal masa depan dan sekarang. |
| 2 | Coba jelaskan pendapat anda mengenai pernyataan belajar kosa kata dalam Bahasa inggris itu penting ! (sesuai jawaban anda) | Ya, mempelajari kosa kata bahasa inggris sangat penting karena itu modal utama untuk penyusunan kalimat dan kemampuan lain. Dalam menguasai banyak kosa kata akan memudahkan kita dalam belajar membaca, menulis, mendengar, dan bicara bahasa inggris. |

| | | |
|---|--|--|
| 3 | Saat pandemic ini anda diwajibkan belajar di rumah, dan sebelumnya anda sudah mengikuti pembelajaran tatap muka. Jelaskan pendapat anda mengenai perbedaan pembelajaran kosa kata Bahasa Inggris secara offline dan online ! | Ya, saya dapat mengikuti kelas bahasa Inggris offline dan online tetapi saya lebih mudah offline karena saat offline diberikan materi lebih mudah untuk bertanya kepada guru. Sedangkan online memiliki kelebihan kita dapat mencari materi secara luas dengan sendirinya. |
| 4 | Coba jelaskan pendapat anda mengenai penting / tidaknya minat dalam belajar kosa kata Bahasa Inggris! (sesuai jawaban anda) | Ya, minat saya lebih penting karena minat ini sangat penting untuk mendorong agar kita belajar bahasa Inggris dan semangat kalau kita semangat dan berminat kita akan mudah mempelajarinya. |
| 5 | Coba jelaskan pengalaman anda menggunakan aplikasi Live Worksheet saat belajar kosa kata Bahasa Inggris, menurut anda susah atau mudah ? (sesuai jawaban anda) | Ya, penggunaan live worksheet sangat mudah karena tinggal memencet link yang sudah diberikan guru dan saat masuk di web dan kalau kita melihat kita langsung tau cara mengerjakannya. |
| 6 | Saat keadaan badan kurang baik, apakah mempengaruhi minat anda dalam belajar kosa kata Bahasa Inggris ? Coba jelaskan ! | Tidak, karena saat sakit hanya terganggu konsentrasi belajar dan cara belajar tidak enak. |
| 7 | Jika kamu sering menggunakan Bahasa Inggris dalam sehari-hari, dapat memperbanyak kosa kata Bahasa Inggris ? Coba jelaskan mengapa dapat memperbanyak kosa kata ! | Ya, saya sering menggunakan bahasa Inggris terutama saat saya berbicara dengan teman sebangku saya (Devon). Saya agak sering berbicara bahasa Inggris walaupun hanya sepele-pele dan ini dapat menambah kemampuan kosa kata. |
| 8 | Coba jelaskan mengapa anda merasa bosan / tidak bosan saat | Tidak, karena saat daring menggunakan web live worksheet kita juga penasaran |

| | | |
|----|---|---|
| | pembelajaran kosa kata Bahasa inggris menggunakan Live Worksheet ! | dengan sesuatu yang baru ini jadi saya tidak bosan. |
| 9 | Coba jelaskan mengapa mengikuti perlombaan Bahasa inggris dapat meningkatkan kosa kata ! | Tidak, tetapi dalam berkopetensi akan menambah kosa kata kita dan kita ada inisiatif belajar atau berlatih. |
| 10 | Coba jelaskan mengapa usia berpengaruh / tidaknya dalam menghafal kosa kata Bahasa inggris! | Tidak, usia tidak berpengaruh karena kalau kita sudah tua bisa lupa dan untuk menuntut ilmu kita tidak ada batasan tertentu dari kecil sampai tua kenapa kita tidak belajar bahasa inggris saya melihat banyak orang lanjut usia mengikuti kursus bahasa inggris. |
| 11 | Coba jelaskan pendapat anda penting atau tidaknya dalam membaca materi sebelum melaksanakan kegiatan pembelajaran Bahasa inggris ! | Tidak, membaca materi tetapi menurut saya membaca materi terlebih dahulu sangat penting karena untuk persiapan dan apa yang dijelaskan guru kita gampang memahami materi. |
| 12 | Coba jelaskan pendapat anda tentang berpengaruh atau tidaknya peran orang tua dalam menghafal kosa kata Bahasa inggris, mengapa ? | Ya, peran orang tua cukup penting karena apa yang diajarkan orang tua waktu kecil akan menjadi kebiasaan kita jika kita dikenalkan bahasa inggris sejak kecil akan kita bawa hingga dewasa. |
| 13 | Dalam pembelajaran kosa kata Bahasa inggris guru menggunakan Live Worksheet untuk meningkatkan kosa kata, coba jelaskan mengapa penggunaan aplikasi tersebut dapat menarik atau tidaknya minat anda | Ya, penggunaan mudah untuk kosa kata bahasa inggris karena ini merupakan sesuatu yang baru untuk menarik minat. Jadi keinginan untuk mencobanya lebih lanjut dan bisa meningkatkan minat kita dan semangat kita dalam mempelajari kosa |

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| | dalam belajar kosa kata Bahasa inggris ! | kata bahasa inggris. |
| 14 | Materi seperti apa yang diberikan oleh guru dalam menambah kosa kata Bahasa inggris menggunakan aplikasi Live Worksheet ? Apakah materi tersebut dapat menarik minat anda dalam menambah kosa kata Bahasa inggris. Coba jelaskan ! | Materi yang diberikann oleh Bu Rita menurut pribadi saya sebenarnya ada beberapa yang tidak paham dan inisiatif mencari tahu lebih lanjut Inilah efek daring juga dan ini lebih mudah dan mempengaruhi kita dalam mempelajari kosa kata bahasa inggris dan ini menurut minat saya. |

2. Nama Responden : Devon Aqwinaldo Pandu Azraqi

| No. | Pertanyaan | Jawaban |
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| 1 | Coba jelaskan alasan mengapa anda suka / tidak suka pelajaran bahasa inggris ! (sesuai jawaban anda) | Saya menyukai pelajaran bahasa inggris karena sejak kecil saya sudah terbiasa mempelajari bahasa inggris |
| 2 | Coba jelaskan pendapat anda mengenai pernyataan belajar kosa kata dalam Bahasa inggris itu penting ! (sesuai jawaban anda) | Menurut saya belajar kosa kata dalam bahasa inggris sangat penting karena jika terjadi salah satu artinya nanti akan berbeda. |
| 3 | Saat pandemic ini anda diwajibkan belajar di rumah, dan sebelumnya anda sudah mengikuti pembelajaran tatap muka. Jelaskan pendapat anda mengenai perbedaan pembelajaran kosa kata Bahasa inggris secara offline dan online ! | Saya dapat mengikuti kelas bahasa inggris secara offline dan online karena penyampaian materi sangat menarik dan mudah dipahami. |
| 4 | Coba jelaskan pendapat anda mengenai penting / tidaknya minat | Karena minat dapat mempengaruhi proses dan hasil belajar bahasa inggris tersebut. |

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| | dalam belajar kosa kata Bahasa Inggris! (sesuai jawaban anda) | |
| 5 | Coba jelaskan pengalaman anda menggunakan aplikasi Live Worksheet saat belajar kosa kata Bahasa Inggris, menurut anda susah atau mudah ? (sesuai jawaban anda) | Karena penggunaan Live Worksheet sangat mudah dan menarik karena cara pengerjaan soal berbeda dari umumnya. |
| 6 | Saat keadaan badan kurang baik, apakah mempengaruhi minat anda dalam belajar kosa kata Bahasa Inggris ? Coba jelaskan ! | Saya tidak bisa fokus dalam belajar bahasa Inggris saat sakit dan saya akan istirahat saat sakit. |
| 7 | Jika kamu sering menggunakan Bahasa Inggris dalam sehari-hari, dapat memperbanyak kosa kata Bahasa Inggris ? Coba jelaskan mengapa dapat memperbanyak kosa kata ! | Saya lebih sering menggunakan bahasa Inggris saat membuat story whatsapp dan saya tidak percaya diri ketika berbicara dengan bahasa Inggris dan sering menggunakan bahasa Inggris kita dapat menambah kosa kata. |
| 8 | Coba jelaskan mengapa anda merasa bosan / tidak bosan saat pembelajaran kosa kata Bahasa Inggris menggunakan Live Worksheet ! | Saya tidak bosan ketika belajar bahasa Inggris karena saya sering belajar dan suka pelajaran bahasa Inggris. |
| 9 | Coba jelaskan mengapa mengikuti perlombaan Bahasa Inggris dapat meningkatkan kosa kata ! | Saya pernah mengikuti kompetisi bahasa Inggris dan kita berkompetisi dengan lainnya dan mengharuskan mempelajari lebih banyak kosa kata. |
| 10 | Coba jelaskan mengapa usia berpengaruh / tidaknya dalam menghafal kosa kata Bahasa Inggris! | Usia berpengaruh dalam menghafal kosa kata. Semakin kita tambah tua kita malah lebih sulit untuk menghafal kosa kata |

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| | | bahasa inggris. |
| 11 | Coba jelaskan pendapat anda penting atau tidaknya dalam membaca materi sebelum melaksanakan kegiatan pembelajaran Bahasa inggris ! | Tidak, karena saya sudah merasa bisa dan menguasai materi. |
| 12 | Coba jelaskan pendapat anda tentang berpengaruh atau tidaknya peran orang tua dalam menghafal kosa kata Bahasa inggris, mengapa ? | Ya peran orang tua berpengaruh dalam belajar kosa kata bahasa inggris. Dengan cara memberi dukungan maupun pendidikan dengan mengajari menggunakan bahasa inggris. |
| 13 | Dalam pembelajaran kosa kata Bahasa inggris guru menggunakan Live Worksheet untuk meningkatkan kosa kata, coba jelaskan mengapa penggunaan aplikasi tersebut dapat menarik atau tidaknya minat anda dalam belajar kosa kata Bahasa inggris ! | Menggunakan Live Worksheet sangat menarik karena memiliki bentuk yang berbeda pada umumnya. Kita dapat mengetahui nilai setelah digunakan dan memiliki fitur yang cukup unik. |
| 14 | Materi seperti apa yang diberikan oleh guru dalam menambah kosa kata Bahasa inggris menggunakan aplikasi Live Worksheet ? Apakah materi tersebut dapat menarik minat anda dalam menambah kosa kata Bahasa inggris. Coba jelaskan ! | Materi yang diberikan Bu Rita yaitu report teks seperti memberi jawaban mana judul, mana isi, dan memberikan materi kosa kata beserta artinya yang belum saya ketahui arti dari kosa kata tersebut. |

3. Nama Responden : Afanin Zahra Hapsari

| No. | Pertanyaan | Jawaban |
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| 1 | Coba jelaskan alasan mengapa anda suka / tidak suka pelajaran bahasa inggris ! (sesuai jawaban anda) | Saya suka pelajaran bahasa inggris karena pelajaran bahasa inggris menyenangkan dalam mempelajari bahasa asing sesuai cita-cita saya menjadi pramugari yang harus bisa bahasa inggris. |
| 2 | Coba jelaskan pendapat anda mengenai pernyataan belajar kosa kata dalam Bahasa inggris itu penting ! (sesuai jawaban anda) | Mempelajari kosa kata sangat penting, karena kosa kata modal utama dalam penyusunan kalimat dalam bahasa inggris. Dengan menguasai kosa kata dapat memudahkan seorang menggunakan bahasa inggris. |
| 3 | Saat pandemic ini anda diwajibkan belajar di rumah, dan sebelumnya anda sudah mengikuti pembelajaran tatap muka. Jelaskan pendapat anda mengenai perbedaan pembelajaran kosa kata Bahasa inggris secara offline dan online ! | Didalam pembelajaran online dan offline saya dapat melakukan dan mengikuti kelas bahasa inggris menggunakan Live Worksheet. |
| 4 | Coba jelaskan pendapat anda mengenai penting / tidaknya minat dalam belajar kosa kata Bahasa inggris! (sesuai jawaban anda) | Minat belajar bahasa inggris sangat penting, karena bahasa inggris merupakan bahasa internasional yang harus dipahami. |
| 5 | Coba jelaskan pengalaman anda menggunakan aplikasi Live Worksheet saat belajar kosa kata Bahasa inggris, menurut anda susah atau mudah ? (sesuai jawaban anda) | Saya sangat mudah menggunakan Live Worksheet untuk mengirim tugas dan tidak ada kasulitan dalam penggunaannya. |

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| 6 | Saat keadaan badan kurang baik, apakah mempengaruhi minat anda dalam belajar kosa kata Bahasa inggris ? Coba jelaskan ! | Tidak, karena saat sakit saya masih bisa untuk belajar dan menghafal kosa kata bahasa inggris. |
| 7 | Jika kamu sering menggunakan Bahasa inggris dalam sehari-hari, dapat memperbanyak kosa kata Bahasa inggris ? Coba jelaskan mengapa dapat memperbanyak kosa kata ! | Saya sering menggunakan bahasa inggris saat membuat story, chatting bersama teman / keluarga. Hal ini dapat meningkatkan kosa kata saya. |
| 8 | Coba jelaskan mengapa anda merasa bosan / tidak bosan saat pembelajaran kosa kata Bahasa inggris menggunakan Live Worksheet ! | Saya tidak pernah merasa bosan saat pembelajaran bahasa itu sangat menyenangkan karena kita dapat menambah kosa kata yang belum kita ketahui dan dapat kita ingat-ingat lagi. |
| 9 | Coba jelaskan mengapa mengikuti perlombaan Bahasa inggris dapat meningkatkan kosa kata ! | Saya tidak pernah mengikuti perlombaan bahasa inggris tetapi menurut saya perlombaan bahasa inggris dapat meningkatkan kosa kata karena kita diharuskan belajar agar lebih menghafal kosa kata. |
| 10 | Coba jelaskan mengapa usia berpengaruh / tidaknya dalam menghafal kosa kata Bahasa inggris! | Menurut saya usia tidak berpengaruh dalam pembelajaran bahasa inggris dari kecil kita sudah diajarkan menggunakan kosa kata bahasa inggris, tetapi ada juga usia yang belum bisa menghafal bahasa inggris dan ada batasan sendiri. |
| 11 | Coba jelaskan pendapat anda penting atau tidaknya dalam membaca | Ya saya belajar meteri tersebut sebelum mengikuti pembelajaran karena untuk |

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| | materi sebelum melaksanakan kegiatan pembelajaran Bahasa Inggris ! | memudahkan dalam memahami materi yang diajarkan besok. |
| 12 | Coba jelaskan pendapat anda tentang berpengaruh atau tidaknya peran orang tua dalam menghafal kosa kata Bahasa Inggris, mengapa ? | Peran orang tua sangat penting karena anak-anak harus mendapatkan pembelajaran dari orang tua untuk meningkatkan kosa kata bahasa Inggris. |
| 13 | Dalam pembelajaran kosa kata Bahasa Inggris guru menggunakan Live Worksheet untuk meningkatkan kosa kata, coba jelaskan mengapa penggunaan aplikasi tersebut dapat menarik atau tidaknya minat anda dalam belajar kosa kata Bahasa Inggris ! | Ya dalam penggunaan Live Worksheet akan bisa meningkatkan kosa kata karena Live Worksheet itu memudahkan kita belajar secara online dan meningkatkan minat dalam berbahasa Inggris. |
| 14 | Materi seperti apa yang diberikan oleh guru dalam menambah kosa kata Bahasa Inggris menggunakan aplikasi Live Worksheet ? Apakah materi tersebut dapat menarik minat anda dalam menambah kosa kata Bahasa Inggris. Coba jelaskan ! | Ya sangat menarik karena materi yang diberikan bu guru kemarin lewat Live Worksheet juga memudahkan kita menjawab soal-soal dan mengingat kosa kata yang sangat penting. |

4. Nama Responden : Aulia Abel Noya

| No. | Pertanyaan | Jawaban |
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| 1 | Coba jelaskan alasan mengapa anda suka / tidak suka pelajaran bahasa Inggris ! (sesuai jawaban anda) | Ya, saya suka pelajaran bahasa Inggris karena dalam segi materi dan guru bahasa Inggris sangat mengasyikan. |

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| 2 | Coba jelaskan pendapat anda mengenai pernyataan belajar kosa kata dalam Bahasa Inggris itu penting ! (sesuai jawaban anda) | Ya, sangat penting karena vocab salah satu kunci utama dalam belajar bahasa Inggris yaitu segi membaca, menulis, dan corelation. |
| 3 | Saat pandemic ini anda diwajibkan belajar di rumah, dan sebelumnya anda sudah mengikuti pembelajaran tatap muka. Jelaskan pendapat anda mengenai perbedaan pembelajaran kosa kata Bahasa Inggris secara offline dan online ! | Ya, semisal offline lebih terpantau dan didalam kelas lebih fokus. Saat offline tidak mudah terganggu jaringan sinyal karena secara langsung dan kelas online ini karena pandemi covid menggunakan daring sangat efektif dan materi yang digunakan bisa diakses dimanapun. |
| 4 | Coba jelaskan pendapat anda mengenai penting / tidaknya minat dalam belajar kosa kata Bahasa Inggris! (sesuai jawaban anda) | Ya, karena minat dalam belajar bahasa Inggris itu penting dan sangat dibutuhkan di kanca internasional oleh karena itu saya berminat. |
| 5 | Coba jelaskan pengalaman anda menggunakan aplikasi Live Worksheet saat belajar kosa kata Bahasa Inggris, menurut anda susah atau mudah ? (sesuai jawaban anda) | Ya, karena aplikasi Live Worksheet tersebut memiliki fitur gambar dan audio yang menarik jadi bagi anak-anak sekolah ini sangat menarik dan membangkitkan semangat. |
| 6 | Saat keadaan badan kurang baik, apakah mempengaruhi minat anda dalam belajar kosa kata Bahasa Inggris ? Coba jelaskan ! | Ya, terganggu karena saat sakit membuat fokus dalam diri kita berkurang apalagi dalam memahami atau belajar kosa kata. |
| 7 | Jika kamu sering menggunakan Bahasa Inggris dalam sehari-hari, dapat memperbanyak kosa kata Bahasa Inggris ? Coba jelaskan | Ya, saya sering berkomunikasi menggunakan bahasa campuran / bahasa Inggris. |

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| | mengapa dapat memperbanyak kosa kata ! | |
| 8 | Coba jelaskan mengapa anda merasa bosan / tidak bosan saat pembelajaran kosa kata Bahasa inggris menggunakan Live Worksheet ! | Tidak bosan, karena belajar kosa kata bahasa inggris itu mengasyikan selain itu ditunjang juga pengaruh dalam gaya pengajaran guru bahasa inggris saya. |
| 9 | Coba jelaskan mengapa mengikuti perlombaan Bahasa inggris dapat meningkatkan kosa kata ! | Belum pernah mengikuti perlombaan, tetapi kalau ikut kompetisi bahasa inggris tidak hanya mencari, namun juga menambah ilmu yang lainnya seperti vocab. |
| 10 | Coba jelaskan mengapa usia berpengaruh / tidaknya dalam menghafal kosa kata Bahasa inggris! | Ya, karena pada usia dini lebih kuat dan mudah menghafal atau mengingat hafalan kosa kata baik dalam konsepnya ataupun prosesnya. |
| 11 | Coba jelaskan pendapat anda penting atau tidaknya dalam membaca materi sebelum melaksanakan kegiatan pembelajaran Bahasa inggris ! | Ya, saya membaca materi terlebih dahulu supaya kita lebih mengerti terlebih dahulu materi yang akan disampaikan / tidak kaget. |
| 12 | Coba jelaskan pendapat anda tentang berpengaruh atau tidaknya peran orang tua dalam menghafal kosa kata Bahasa inggris, mengapa ? | Ya, kalau orang tua ikut peran akan memudahkan kita untuk belajar kosa kata bahasa inggris. Contohnya kita bisa secara langsung berkomunikasi menggunakan bahasa inggris. |
| 13 | Dalam pembelajaran kosa kata Bahasa inggris guru menggunakan Live Worksheet untuk meningkatkan | Ya, sangat menarik karena aplikasi tersebut menarik dan dapat membangkitkan semangat belajar kosa kata pada siswa dan |

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| | kosa kata, coba jelaskan mengapa penggunaan aplikasi tersebut dapat menarik atau tidaknya minat anda dalam belajar kosa kata Bahasa inggris ! | dapat memudahkan guru mengajar. |
| 14 | Materi seperti apa yang diberikan oleh guru dalam menambah kosa kata Bahasa inggris menggunakan aplikasi Live Worksheet ? Apakah materi tersebut dapat menarik minat anda dalam menambah kosa kata Bahasa inggris. Coba jelaskan ! | Materi yang diberikan Bu Rita guru bahasa inggris yaitu report teks, lagu, dan lain-lain dan itu mudah dipahami dan menambah minat belajar serta memperbanyak kosa kata bahasa inggris saya. |

5. Nama Responden : Regis Lukmanhakim Subekti

| No. | Pertanyaan | Jawaban |
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| 1 | Coba jelaskan alasan mengapa anda suka / tidak suka pelajaran bahasa inggris ! (sesuai jawaban anda) | Ya saya suka pelajaran bahasa inggris karena pelajarannya asyik dan merupakan bahasa universal yang digunakan masyarakat di dunia. |
| 2 | Coba jelaskan pendapat anda mengenai pernyataan belajar kosa kata dalam Bahasa inggris itu penting ! (sesuai jawaban anda) | Ya, karena kosa kata dalam bahasa inggris apabila digunakan dalam kalimat satu dengan kalimat lainnya memiliki arti yang berbeda. |
| 3 | Saat pandemic ini anda diwajibkan belajar di rumah, dan sebelumnya anda sudah mengikuti pembelajaran tatap muka. Jelaskan pendapat anda mengenai perbedaan pembelajaran | Ya, karena dapat mengisi waktu luang saat kelas online dan belajar bahasa inggris mudah dilakukan dimana saja dan kapan saja. |

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| | kosa kata Bahasa Inggris secara offline dan online ! | |
| 4 | Coba jelaskan pendapat anda mengenai penting / tidaknya minat dalam belajar kosa kata Bahasa Inggris! (sesuai jawaban anda) | Ya, karena tanpa adanya minat untuk mempelajari bahasa Inggris seseorang akan sulit menghafal kosa kata. |
| 5 | Coba jelaskan pengalaman anda menggunakan aplikasi Live Worksheet saat belajar kosa kata Bahasa Inggris, menurut anda susah atau mudah ? (sesuai jawaban anda) | Ya, Live Worksheet sangat mudah digunakan karena tombolnya simpel dan fitur-fiturnya untuk mempermudah siswa mengerjakan soal. |
| 6 | Saat keadaan badan kurang baik, apakah mempengaruhi minat anda dalam belajar kosa kata Bahasa Inggris ? Coba jelaskan ! | Tidak, karena belajar kosa kata dapat dipelajari kapan saja walaupun siswa sedang sakit paling berpengaruh adalah minat seseorang untuk mempelajarinya. |
| 7 | Jika kamu sering menggunakan Bahasa Inggris dalam sehari-hari, dapat memperbanyak kosa kata Bahasa Inggris ? Coba jelaskan mengapa dapat memperbanyak kosa kata ! | Tidak, tetapi jika sering menggunakan bahasa Inggris dalam membuat status, berbicara itu dapat meningkatkan kosa kata, dengan mencari tahu arti dari kata itu. |
| 8 | Coba jelaskan mengapa anda merasa bosan / tidak bosan saat pembelajaran kosa kata Bahasa Inggris menggunakan Live Worksheet ! | Tidak bosan, saya suka aja sama pelajaran bahasa Inggris karena kosa katanya yang satu dengan yang lainnya padahal sama katanya tetapi beda artinya, banyak manfaat juga bisa menjadi patokan dalam pekerjaan. |
| 9 | Coba jelaskan mengapa mengikuti perlombaan Bahasa Inggris dapat | Tidak pernah mengikuti kompetisi karena saya hanya masuk sekolah saat kelas 7 |

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| | meningkatkan kosa kata ! | semester 1 saja dan tidak ada pemilihan perlombaan bahasa inggris. Tetapi mengikuti kompetisi bahasa inggris menurut saya dapat meningkatkan kosa kata,karena saat perlombaan bahasa inggris pasti juri menilai penggunaan kosa kata dan kita tau mana yang salah. |
| 10 | Coba jelaskan mengapa usia berpengaruh / tidaknya dalam menghafal kosa kata Bahasa inggris! | Tidak menurut saya karena banyak juga yangmasih kecil bahasa inggris nya sangat lancar menurut saya belajar kosa kata itu dari minat diri sendiri dan dorongan dari orang lain bukan dari usia. |
| 11 | Coba jelaskan pendapat anda penting atau tidaknya dalam membaca materi sebelum melaksanakan kegiatan pembelajaran Bahasa inggris ! | Ya saya membaca materi terlebih dahulu karena susah juga memahami pembelajaran bahasa inggris tanpa membaca terlebih dahulu kalau cuma mendengar penjelasan dari guru. |
| 12 | Coba jelaskan pendapat anda tentang berpengaruh atau tidaknya peran orang tua dalam menghafal kosa kata Bahasa inggris, mengapa ? | Menurut saya orang tua dan bimbel tidak berpengaruh karena bahasa inggris itu bisa belajar dari orang lain atau yang lain misalnya youtube dan game kalau saya biasanya dari game. |
| 13 | Dalam pembelajaran kosa kata Bahasa inggris guru menggunakan Live Worksheet untuk meningkatkan kosa kata, coba jelaskan mengapa penggunaan aplikasi tersebut dapat menarik atau tidaknya minat anda dalam belajar kosa kata Bahasa | Saya dari awal sudah berminat belajar bahasa inggris, saya senang materi apa saja yang disajikan oleh guru saya seperti penggunaan liveworksheet pada ulangan harian atau soal lain lainnya saat daring, karena fiturnya banyak jadi bu rita guru bahasa inggris saya membuat soal yang |

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| | inggris ! | bentuknya tidak monoton jadi minat saya lebih besar. |
| 14 | Materi seperti apa yang diberikan oleh guru dalam menambah kosa kata Bahasa Inggris menggunakan aplikasi Live Worksheet ? Apakah materi tersebut dapat menarik minat anda dalam menambah kosa kata Bahasa Inggris. Coba jelaskan ! | Materi yang di ajarkan bu rita seperti teks prosedur, report text dalam menambah kosa kata menurut saya itu sangat menarik bagi saya dan bu rita tidak terlalu ribet dalam menjelaskan materi tersebut, yang paling penting sih ada minat dalam mempelajari materi kosa kata dan lain lainnya. |

B. Script interview with English teacher

1. bagaimana proses pengajaran dan pembelajaran siswa dalam pelajaran bahasa Inggris Ruang kelas online?

Jawaban: Proses pengajaran bahasa Inggris saat online sangat membosankan siswa, dimana ketika saya menggunakan GC dan GM peserta didik tidak antusias dalam pembelajaran ada, karena saya tidak tahu siswa memperhatikan saya apa tidak ketika pembelajaran. Sehingga mencari metode seperti live worksheet untuk memberikan tugas terkait dengan materi agar memperoleh nilai yang lebih bagus.

2. Apa saja faktor yang siswa tidak tertarik pada bahasa Inggris?

Jawaban: Peserta didik tidak suka karena :

- materi yang dianggap sulit, dan siswa tidak begitu tertarik dengan bahasa Inggris menjadi faktor utama dalam pembelajaran, ditambah lagi dengan pembelajaran online yang

membuat siswa semakin kurang tertarik dengan bahasa Inggris.

- siswa kurang memahami materi dan jarang sekali siswa membaca materi yang telah di share terlebih dahulu ke siswa, sehingga siswa tidak paham materi yang disampaikan.
- tidak bertatap muka satu sama lain menjadi faktor penting saat ini, karena guru tidak tahu siswa secara langsung sehingga guru tidak bisa memantau siswa dengan baik.
- kurangnya antusias siswa terhadap pembelajaran online membuat siswa semakin males untuk belajar
- kurangnya panduan pembelajaran online bahasa Inggris dari sekolah,

3. Bagaimana tanggapan mereka dalam belajar kosa kata bahasa inggris?

Jawaban: Pembelajaran bahasa Inggris di anggap menjadi pembelajaran yang sangat sulit, karena materi bahasa kedua yang jarang dikuasai siswa sehingga mereka mengatakan bahwa bahasa Inggris mapel yang paling sulit. Dengan hal ini guru harus ekstra berkerja keras untuk mencari trik agar siswa memahami dan menyukai bahasa Inggris sebagai mata pembelajaran yang menyenangkan bagi siswa. Kecerdasan siswa dalam penghafalan kosa kata bahasa inggris itu juga penting, dengan kecerdasan dalam menghafal kosa kata siswa pastinya lebih banyak memiliki kosa kata sehingga ia akan dapat berkomunikasi dengan baik menggunakan bahasa inggris.

4. Bagaimana meningkatkan minat siswa dalam belajar kosa kata bahasa inggris?

Jawaban: Dengan Menggunakan Liveworksheet yang dapat menarik karena

berbagai cara pembelajaran berada pada worksheet ini , dan guru harus menciptakan kelas nyaman dan menyenangkan tanpa ada kata bosan insya Allah akan membantu siswa semakin minat terhadap pembelajaran bahasa Inggris.

5. Setelah menggunakan worksheet, apakah terdapat peningkatan kosa kata dalam pembelajaran bahasa Inggris (vocabulary)

Jawaban: Yaaa, liveworksheet sangat meningkatkan kosa kata pada siswa terutama pada vocabulary, setelah saya menggunakan Live worksheet banyak sekali soal soal, materi untuk belajar vocabulary dari dasar dan bisa menguasai materi sedikit demi sedikit.

6. Apa perbedaan antara mengajar dengan menggunakan worksheet dengan pembelajaran biasa digunakan?

Jawaban: sebelumnya saya hanya menggunakan gc dan gmeet, untuk pembelajaran di gc dan gmeet itu sangat monoton dan tidak simpel, serta siswa kurang perhatian terhadap pembelajaran, sedangkan menggunakan live worksheet siswa menjadi memiliki antusias tinggi untuk belajar bahasa inggris, karena menggunakan aplikasi live worksheet ini sangat menyenangkan banyak pilihan gambar dan pengerjaannya mudah serta siswa dapat mengetahui langsung nilai saat pengerjaan soal. Live worksheet ini mempunyai Penyajian materi bukan dalam bentuk deskripsi. Melainkan langsung berupa pertanyaan yang bertujuan agar siswa mengkonstruksi pemahamannya sendiri. Disajikan dalam bentuk interaktif dengan sistem operasi tertentu. Siswa dapat memasukkan jawaban dengan cara mengklik sebuah pilihan jawaban atau dengan mengetik jawabannya pada kolom yang disediakan. Memungkinkan umpan balik secara

langsung. Biasanya untuk jenis LW ini, sistem yang digunakan sudah dapat menentukan skor untuk setiap jawaban dan dapat ditampilkan secara langsung di websitenya. Hal ini dapat menjadi sebuah umpan balik bagi siswa dan guru. Penekanan isi LW adalah pada konsep materi yang akan disampaikan, bukan pada banyaknya soal. Tampilannya lebih menarik, karena bisa disisipkan video, audio, dan animasi. Untuk pembelajaran biasa live worksheet ini sangat bermanfaat jika digunakan saat pandemi ini karena memiliki banyak manfaat:

Bagi Guru : LW bermanfaat dalam meningkatkan kreativitas guru, terutama untuk menyajikan model penilaian yang menarik bagi siswa. Selain itu, memudahkan guru untuk melibatkan siswa dalam pembelajaran, khususnya jika digunakan sebagai instrumen dalam pre test. Manfaat lainnya, LW juga mengurangi beban guru untuk mengoreksi / memberikan umpan balik pada siswa dengan adanya sistem pemberian umpan balik langsung.

Bagi Siswa : LW bermanfaat dalam meningkatkan kemampuan Teknologi Informasi Komunikasi (TIK) siswa, menumbuhkan sikap mandiri, rasa ingin tahu, dan disiplin, selain itu, LW juga bermanfaat untuk meningkatkan minat siswa dalam belajar karena tampilannya yang menarik dan interaktif.

7. Apakah murid terlihat lebih antusias dengan digunakannya aplikasi worksheet?

Jawaban: Yaa jelaass, dengan live worksheet Murid terlihat antusias sekali, karena dapat mempermudah siswa dalam mempelajari vocabulary sedikit demi sedikit. Dengan hal inilah siswa menjadi paham sedikit demi sedikit materi bahasa Inggris yang di sampaikan. Apalagi ketika pembelajaran online siswa harus memperbanyak trik dan tutorial agar paham materi yang disampaikan.