

Exploring Students' Perception on using Live worksheet as Self-directed Learning of Listening Skills in Online Education

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ABSTRACT

Research on the use of digital technology in promoting English Foreign Language (EFL) students' self-directed learning of listening skills has been widely acknowledged in the literature. However, few empirical studies have been conducted on interactive worksheets as mediated instruction in the teaching of listening. This study used a qualitative method, and seventy-seven students were selected from the Education Department at State University of Makassar. This research instrument is used in interviews. Grounded in a web-based learning approach, the researchers investigated the students' perceived experiences in conducting the "liveworksheet" website and its potential to promote their self-learning, activeness, and autonomy in listening practices. As a result, the study highlights several significant findings: students' self-directed learning, automatic scoring, accessing the website, students' vocabulary mastery, students' learning autonomy, and students' technology skills. Moreover, this study suggests employing web-based "liveworksheet" activities in a technology-mediated EFL learning environment, thus increasing their self-directed learning and ease to make distance learning happen through the website. Therefore, this study highlighted the advantages of in-making live worksheets for teachers and students in answering live worksheets which are very important to support, provide interesting learning, and get their learning outcomes.

1. Introduction

In this modern era, many kinds of interactive sheets might be implemented in teaching English listening skills, one of which is "liveworksheet" (Ampa, 2015). It aims to provide students with an opportunity for self-directed learning of listening skills. Many students' difficulties in learning listening skills in English were associated with speech rate, pronunciation, nervousness, limited vocabulary, and lack of background information. Self-directed and self-regulated learning are the two skills influencing the students' willingness to listen. Therefore, "liveworksheet" helps students be motivated in learning listening skills (Chan et al., 2020) and helps teachers in achieving efficiency and making learning sustainable (Khansir et al., 2021). Using this "liveworksheet" also helps EFL students turn traditional worksheets into interactive practice questions, which is very useful for students, and the environment (Özdal et al., 2022). There are several plausible reasons why "liveworksheet" was chosen as a solution to the listening problems faced by students: 1) a teacher can still monitor the cognitive knowledge

of students in online schools, 2) it helps students turn traditional worksheets into self-correcting online exercises (Albus et al., 2021).

In addition, research on "liveworksheet" has been well documented in the literature. Ames & Archer, (1988) stated using this website could help save the environment as this reduces the use of paper. It also motivates students to work on the questions given by the teacher. This website makes full use of the technology applied to education (Hidayah & Asari, 2022). Using the online resources on the website, teachers can ask questions, help students do microphone listening/speaking exercises, and share audio-visuals (Ali, 2021). However, previous empirical evidence investigating the effectiveness of "liveworksheet" in teaching English by using technology is still rare and less studied (Bashori et al., 2020). Therefore, this study uses web-based activity and aims to provide the students with a new nuance of learning, thus encouraging them to be more independent, flexible, and creative.

Furthermore, self-directed learning is equally important as online learning means the students must become more independent in their learning. Independent learning encourages students to be proactive and independent (Maphalala et al., 2021). In the meantime, the students learn by the website as technology is about to substantially change the way how users acquire knowledge on the internet. In the present study, we argue that this must change because accommodating the changing needs of learning can sustain the relevance of teaching (Kammerer et al., 2018).

Through numerous interactions and learning experiences, the learning process primarily aims to enhance the interests and creativity of students. Various factors, such as recruiting or inspiring students, have an impact on activity. Students' engagement in their education can inspire and foster their skills. Students can develop their critical thinking skills and problem-solving abilities. Using a live worksheet application, researchers are seeking options to promote activities and attract students. Liveworksheets are one of the websites teachers can use to create worksheets for students. There are readily accessible, cost-free, and direct online worksheets with a more extensive menu than other apps.

Echoing the above explanation, this study seeks to answer the following main research question: "How has online learning fostered self-directed learning in universities? The research question: What are the perceptions of the students about the self-directed web-"liveworksheet" based instruction in online education?"

2. Literature Review

2.1 Self-Directed Learning in Listening Skill.

In March 2020, the outbreak of the COVID-19 pandemic marked an abrupt end to face-to-face learning within the four walls of lecture halls, and a shift toward a transformed self-directed learning (SDL) model, a new normal for most institutions in developing countries occurred. Justus et al., (2022) argue that self-directed learning is a process that makes students responsible for planning, undertaking, and reviewing aspects of their learning process. It has also been advanced by (Zakareya & Al-Qahtani, 2020) who call this transition the biggest undertaking of the twenty-first century. Liu et al., (2020) stressed that this new pedagogical approach inspires students to engage in self-directed learning (SDL) through online learning. Self-directedness, or learner self-direction, refers to an individual's internal learning and growth process as well as the external influences experienced through instruction (Ramli et al., 2018). Self-directed learning is defined as both a process of learning in which the individual establishes elements

of control over their learning and characteristics of learners including self-efficacy and motivation (Hira & Anderson, 2021).

Furthermore, self-directed learning is a process by which students take the lead, with or without the help of others, in determining their learning needs and managing their learning strategies and outcomes. Self-directed learning (SDL) requires the learner to take responsibility for, and manage, their own learning needs (Salleh et al., 2019). Students who are proactive and strong self-directed learners are likely to be well prepared for the workforce because they can anticipate the needs of their workplace and formulate a learning plan to obtain the skills that will make them more valuable for the company that they work for.

2.2 Web- "liveworksheet" Based Instruction.

Web-based learning is another form of technology that can support independent learning. Furthermore, these technologies are also adopted side by side with classroom management (Bashori et al., 2020). To efficiently manage web-based learning, teachers need to consider the process and method that is consistent and suitable for teaching specific subjects (Chatwattana & Nilsook, 2017). The use of the web as a tool to deliver teaching and learning can create momentum for teachers to integrate this convenience into their teaching process (Saito et al., 2019). The computer, the internet, and the web cannot be separated because the computer is seen as a tool, while the internet and the web are seen as software to access information (Wulanjani & Ratnaningsih, 2020).

A live worksheet is one application that can be used to create Student Worksheets during this pandemic. Liveworksheet is a platform that helps teachers create e-worksheets or student activity sheets, also known as student worksheets (Ransom & Manning, 2013). Aside from being visually appealing, this live worksheet is simple and free to use. Teaching content can be uploaded directly to websites and during the learning process, students will interact with the teaching media through the internet without the teacher being present.

Therefore, Web-based learning applications can provide a variety of real examples to students by combining text, music, image, video, and animation (Barella & Linarsih, 2020). The combination of sound and voice through screen touch and mouse movement can create an interesting learning experience (Fokides & Kefallinou, 2020). The WBL has become a feasible tool for facilitating education for a wide spectrum of participants using a variety of technologies (Yang et al., 2002). Despite technological limitations, WBL might be successfully implemented; it can overcome many problems associated with the traditional classroom-based learning framework



Figure 1. liveworksheets

Several instructions for implementing the “liveworksheet” and its modifications are outlined. These exercises are meant to allow students to observe and practice their listening skills (Rukthong & Brunfaut, 2020). Following these steps is all that is required to use a worksheet effectively: 1) Visit the official website for the live worksheet at <https://www.liveworksheet.com/>. 2) There is a "Teacher Access" menu in the upper right corner; click the menu, then click "Register." 3) Fill out the relevant information, then click "Register" once the information has been entered correctly. 4) Click the activation link contained in the email issued by the live worksheet after registration. 5) Please then return to the website and complete the first and second ways. In the second method, however, you are not required to click "Register." The only required fields are "Password" and "Email." 6) Then click "Enter". 7) Language can be changed through the language options. 8) In the "Interactive" menu, you can ask or change questions. 9) Click "Make Interactive Worksheet" afterward. 10) Then, click "Get Started".

When students gain access to the worksheets and begin working on them, they will instantly be able to view the results of their scores, and teachers will have an easy time checking those scores using the mailbox menu. This live worksheet is one of the platforms that may assist teachers produce electronic worksheets or student activity sheets. Not only is it free, but it is also quite simple to use. This live worksheet, in addition to having an appealing appearance, is also quite simple to use in comparison to other platforms such as

YouTube, Facebook, and many others. These practical learning worksheets are appropriate for all types of evaluations, including cognitive evaluations, skills evaluations, and attitude evaluations. Additionally, they are appropriate for all subjects, except for specific subjects.

2.1 Distance Education

International university students decide to study in different countries to get to know different cultures and societies, benefit from better educational opportunities, and have better living conditions (Karakus & Karakus, 2021). However, nowadays, when online education and applications have become the new normal, students need to have digital tools (desktop/laptop computers or smartphones) in terms of functionality and sustainability of education. They need to access lessons via the internet and develop existing digital interactions; in other words, digital tools encourage students to use the online learning process effectively (Binali & Tsai, 2021; Tseng & Hsu, 2014). Keçili et al., (2021) stated that students' access to tools such as computers, tablets, or smartphones is essential for effective online education.

Firat, (2016) stated distance education or online learning refers to the method of content dissemination and rapid learning through the application of information technology and internet technology. The “e” in e-learning stands for electronic learning, efficient learning, exploratory learning, experiential learning, expanded learning, extended learning, easy-to-use learning, and enhanced learning (Lockma &

Schirm, 2020). The United States is the birthplace of e-learning. Since 1998, e-learning has been spreading worldwide and has rapidly expanded from North America and Europe to Asia. Online education is one of the important education methods today (Martin et al., 2021). It has developed rapidly around the world and has gradually become an important category of school education. Countries around the world are actively exploring how to effectively educate students through the internet, and many good examples of online education have emerged, resulting in many valuable experiences in online education (Bateman, 2021).

Although online education is developing rapidly around the world, more applications of online education are used as a supplement to regular school education. In the normalized education and teaching practice, more students go to schools to participate in traditional classroom teaching, and large-scale online education lacks practical application scenarios.

3. Method

3.1 Research Design

This research used qualitative method (Berry, 2011) that investigated the perception of using the “liveworksheet” website during its implementation of Intensive listening skill. The objective of this study's qualitative methodology was to properly integrate the research components to examine and analyze the research's primary subject (Chesebro & Borisoff, 2007). This kind of qualitative analysis goes deeper and can aid researchers in learning additional details about a phenomenon and use language and words to describe and study occurrences, events, social.

Figure 2. students’ “liveworksheet” website interactions, ideas, opinions, and thoughts (Gill, 2011). The data can make it easier to design a study that investigates how students perceive utilizing a liveworksheet for self-directed learning in online education to develop listening skills.

3.2 Participants

Seventy-seven students (25 males and 52 females) enrolled in the Intensive Listening class were

asked to participate in this study. This research was conducted at a state university in Makassar, Indonesia. This research was carried out at a university in the Indonesian city of Makassar. Eleven of the seventy-seven students who took part were chosen at random (Staller, 2021) and agreed to be interviewed in a semi-structured way. They were willing to take part in this study. The researchers coded the excerpt Sts1 – Sts2 from choosing the coding Cd1-Cd77 of participants.

As part of the final project, we had to get people from regular classes to take part, so we asked them to do so. regular and asked them to take part for sure. All the students who took part had to take English classes. We started by writing down the project's goals and objectives, as well as how they would be met. Then we told them about the liveworksheet method, in which they streamed the liveworksheet themselves using their cell phone or laptop. All of them liked the live worksheet system, so they all agreed to take part in the research. They could learn English by listening through liveworksheet.

3.3 Procedure

Seventy-seven students did the task in the “liveworksheet”. Before starting to do the test of the listening sheet, the students were given a short instruction on taking the test of listening. They then worked individually with their gadget, starting by understanding the instruction, reading and listening carefully to the audio, and then answering based on the audio. Figure 1 is a “liveworksheet” which displays an intensive working sheet.

Through the “liveworksheet”, students can work on various forms of student worksheets, ranging from multiple choice, matchmaking, open-ended questions, and drop-down boxes. Various forms of questions can be adapted to the creativity of the maker. Student worksheets through live worksheets are very easy to make and work on because creators can enter answer keys and assessments there. After completing the live worksheet, students can find out the score obtained. Thus, students will be more enthusiastic to learn.

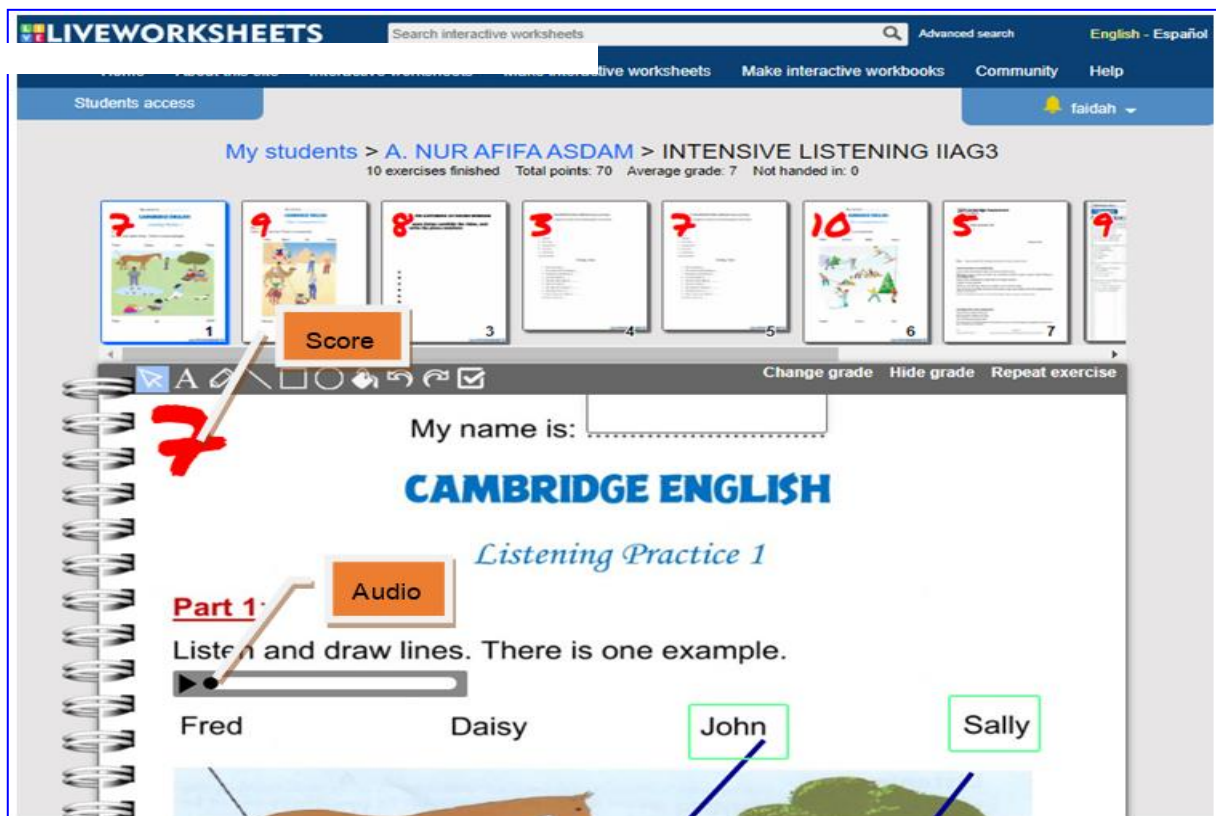


Figure 2. students' "liveworksheet" website

Figure 2 is the screenshot of students' activities on web-based learning and showed the "liveworksheet", which contained audio and scores. There is student access to see and do the task in the workbook that the lecturer has given to them, and the lecturer has access to see all the worksheets that have been done by the students. Figure 2 shows the live worksheet in blue and white. There are eight worksheets with a white base and a red score on each of them. The huge work sheet display that the researcher used as an example and that was completed by students received a score of 7. The Cambridge English assignment sheet was completed in three parts. Such a technology strategy can support self-directed learning because the students can click the audio directly in the "liveworksheet" regularly until they know the answer. Web-based learning applications can provide a variety of examples to students by combining text, music, image, video, and animation. The combination of sound and voice through screen touch and mouse movement can create an interesting learning experience.

3.3. Data Collection

Interviewing participants is a key part of the data collection strategy for this qualitative study (Carlson et al., 2020). Interviews that were only semi-structured interviews were used to collect the data (Karhulahti & Backe, 2021). The advantages and disadvantages of gathering information about other people's points of view through interviews are

discussed in the semi-structured interview (Karatsareas, 2022). We spoke with eleven different participants. The interview protocol, which can be found in the appendix, includes eight questions designed to elicit information that can be categorized according to a group of overarching themes (Sarwanto et al., 2020). We met with each respondent in person to conduct the interview, and we allotted between 35 and 50 minutes for their participation. The interview was conducted in Bahasa Indonesia because having the questions asked in the participants' native language assisted the respondents in better understanding those questions. To facilitate the data analysis, the results of the interview were recorded, transcribed, and then made totally into English.

3.4. Data Analysis

We used thematic analysis to analyze the interview data (Lochmiller, 2021). The data collected from the interview was transcribed. Gathering data from in-depth interviews, analyzing the data to discover similarities and differences, coding the data, and developing interpretation were all parts in the process (McKernan, 1996). We used thematic analysis to examine the data in relation to the students' perceptions on using liveworksheet to develop their English listening skills. We reviewed the interview transcripts several times to thoroughly appreciate the content and gain a wide understanding of the findings. Based on our interpretation of the interview data, we categorized comparable information all into subjects.

Among the emerging themes were self-directed learning, automatic scoring, accessing the website, vocabulary mastery, learning autonomy, technology skills. During data analysis, we utilized member-checking and peer-debriefing techniques to ensure the validity of this qualitative study. As part of our efforts to maintain a high-quality translation, we requested feedback from the participants on the transcripts and suggestions for improvement. During the interview, we inquired about the participants' liveworksheet experiences in an English listening class, as well as any advantages or disadvantages they encountered. We also requested that they review the analysis result of the findings and the interpretation of the data by making corrections to the interpretations and providing additional information as needed. Finally, we entirely focused our conclusion on the results of a study.

4. Result

Regarding the results of transcribing the data to see the perception of using the "liveworksheet". The researchers then explained the results of the questions and responded to the interview directly. the perceptions of the students about the self-directed web- "liveworksheet" based instruction in online education, and a web-based learning strategy promote the use of "liveworksheet". Live worksheets can display videos, music, pictures, or symbols. Teachers can create live worksheets actively and can group them into workbooks. As the explanation above, in the level of difficulty, students also choose the level of difficulty in using the "liveworksheet". As shown in the graph above, several students choose the category of difficulty.

4.1. Students Self-Directed Learning

The students described self-directed learning, where students can learn on their own. Students feel happy and can complete listening by clicking on the listening menu on the live worksheet in the form of audio and video, which is equipped with questions on each number. They can directly choose the correct answer or fill in the blank questions according to the instructions the teacher gives on the live worksheet. They all learned about intensive listening through individual live worksheets and learned on their own according to the instructions given by the lecturer.

Doing listening assignments on a live worksheet is pretty good. Because we can repeat the audio repeatedly, answer directly. and we can find out the correct answer if we have clicked finish. This is pretty good for sharpening listening skills. (Sts1-Cd4)

Very memorable. This exercise trains my listener in answering questions related to listening. So excited!. (Sts2-Cd11)

The excerpt showed that students did assignments on "liveworksheet" by working on listening sheets directly wherever and whenever they find the internet so that students could repeat their audio listening and could find out the answer directly when pressing Finished, and students could continue to practice individually with the instructions that had been given to them in the worksheet in answering the questions presented in the sheet.

4.2. Automatic Scoring

Students explained about automatic score, where students work on the liveworksheet directly and automatically record the correct and incorrect answers when answering questions, then when ending by pressing FINISHED, the score will automatically appear on the liveworksheet directly. after doing and answering all the answers in the liveworksheet. The score was displayed on the task sheet and the score was written in red so that students were very interested and happy in doing their work on the live worksheet.

Using a "liveworksheet" is easier to listen to and answer, and what I like is that the score is immediately displayed when we finish. (Sts3-Cd15)

The experience of learning and answering intensive listening in a live worksheet was very enjoyable. As a benchmark for the listening course in the previous semester, this time was very memorable. One of them is because there I can immediately see the results of my work, regardless of the value, I will be more active in studying again. And also, I can re-correct my work, although it doesn't affect the grades, I can find out the real answer. (Sts4-Cd23)

The excerpt above those students used the "liveworksheet" easily and answered the questions in the worksheet and after that, they can quickly find out the score and the results are posted on the sheet. Students can also re-correct their work and find out the real answer after knowing the score they got on the "liveworksheet".

4.3 Accessing the Website

The students conveyed that it was easy to access the website. They opened websites on the internet easily and effectively for practicing listening. and when answering questions, access is also easy and smooth. easily and simply when they got an internet signal.

I like learning to use live worksheets because they are easy to access and listening lessons on this website are very effective because they can listen in audio well. (Sts5-Cd27)

I will be honest about this, I think this is a simple website, we must answer questions that are already on the website itself, but the problem is that the format you enter must be correct, so the correct answer can be wrong just because you missed a little detail. (Sts6-Cd33)

That was nice to use the "liveworksheet" to learn and answer those questions. (Sts7-Cd45)

The excerpt above that students accessed this website's "liveworksheet" easily and simply by doing the tasks given by their lecturers. The online sheet is effective because they can listen to the audio, but students must fully understand the instructions given by the lecturer before working on the "liveworksheet" which is presented in each student's workbook.

4.4 Students Vocabulary Mastery

Students said that answering the English questions on the live worksheet gave them a lot of new vocabulary that can increase their vocabulary, so they can learn better. When doing intensive listening assignments on the *liveworksheet* because they heard and saw the text directly and could search and understand the vocabulary in the text they were studying

It will be much easier to work on and complete the structure exercises. The reason is that the more we hear and listen to English, the more sentences we can use. Besides that, it can also increase our vocabulary. (Sts8-Cd56)

The excerpt above that students gave statements about the increase in vocabulary that they got after doing the assignments on their "liveworksheet" because the more they listened to English the more words or sentences they understood so students could increase their vocabulary.

4.5. Students' Learning Autonomy

Students conveyed that learning autonomy did independently based on instructions from their lecturers, so that after receiving and understanding the instructions, students did their assignments individually in the most comfortable situations and conditions that they had at the time and opportunity of the students themselves according to the deadlines that the lecturer gave automatically on the website.

I think this method is the best way of learning because we get to learn different ways of pronunciation, such as American pronunciation and British pronunciation. (Sts9-Cd60)

Very interesting experience because I can listen to an English conversation, at first it is hard to understand but the second time I listen to it I can understand what the speaker is saying. Although in answering questions there are still many

mistakes, it is easier for me to understand what is said in English. (Sts10-Cd65)

The excerpt above that student had a learning atmosphere on their own when using this "liveworksheet", especially online learning so that students might take advantage of the time and opportunity to understand more and find answers to questions given by their lecturers.

4.6. Students' Technology Skills

Students explained that technology skills in operating their gadgets such as their smartphones, laptops, or computers. They worked individually with the instructions they understood from the lecturer.

It was a good experience for me, especially since this was my first time using "liveworksheet". It has a positive side and (kind of) negative side for me. First, on the positive side, we can listen to the questions and answer the questions easily by using our laptops. However, some people who do not have a laptop and a good connection might find it difficult. Because I've once tried to use it on my phone, it's quite difficult to answer some questions that require us to swipe or to match the answer, and we couldn't do that while using a phone unless we have a laptop. (Sts11-Cd73)

The excerpt above that students who had digital literacy could use laptops, computers, and even smartphones that they used every day so that when the lecturer gave assignments on the live worksheet on their website, students could quickly and easily respond and undertake the given task.

This study is about self-directed learning in web-"liveworksheet" based instruction, students get benefits through online education. Lecturers find strategies or website-based learning methods to teach listening so that students can calmly focus on the given listening test. This is a new finding in teaching listening wherever and whenever students are Self-directed learning, Automatic scoring, Accessing the website, Vocabulary mastery, Learning autonomy, Technology skills. Participants found this self-directed learning in web live worksheet-based instruction activity valuable and innovative. They instilled meaningful values related to using the liveworksheet website. They received rich information about liveworksheet and at the same time, they also learned important values for their learning. The following sections discuss these values and their significance for intensive listening in English and how these pedagogical innovations contributed to English language skills pedagogy and sustainable language development.

5. Discussion

In this article, the researchers discussed about the output of Indonesian students' self-directed learning through web-liveworksheet" based instruction, the perceptions of the students about the self-directed web- "liveworksheet" based instruction in online education, and a web-based learning strategy promote the use of "liveworksheet". Web-based learning is instructed by the lecturer to understand and work individually on the "liveworksheets" in the learning process. Therefore, the data have been explained in the findings of three related research questions, student responses, output, and value of web-based learning. From the discussion, it was found that six things were involved in self-directed learning in listening skills on the use of the web-"liveworksheets" based instruction in online education such as the students' self-directed learning, automatic scoring, accessing the website, students' vocabulary mastery, students' learning autonomy, and students' technology skills.

The students' self-directed learning using Liveworksheet is one of the directly interactive websites that can increase the students' learning in listening skills. (Fokides & Kefallinou, 2020) added the combination of sound and voice through screen touch and mouse movement could create an interesting learning experience. (Ke & Chávez, 2013) explained the use of the web as a tool to deliver teaching and learning as it could create momentum for teachers to integrate this convenience into their teaching and process of using liveworksheets. (Chaijum & Hiranyachattada, 2020) claimed universities should explore and establish a web-based listening teaching model and deliver listening courses via the Internet or Intranet. To construct an effective instructional method for college English listening, the design of an appropriate model for listening instruction was very important.

In addition, using "liveworksheets" such as web-based learning in EFL can boost self-directed learning, regarding the need for people to manage their learning processes. Self-directed learners make plans by determining their learning goals (Karatas & Arpacı, 2021). The website has an automatic scoring system, the lecturer entered the correct answer in the column made in the worksheet so that after the student had answered all the questions, the score would appear automatically (Park et al., 2020). Moreover, the websites must be flexible so that they can provide students with different means of learning, allow them ways of solving problems in different ways to indicate their knowledge, and engage them properly (Maboe, 2020). According to the data, students prefer to complete exercises on the live worksheet. This is especially true for listening courses, as the live worksheet makes it much simpler for students to listen to the audio. Once students have completed the

assignment and clicked "finished," their scores will automatically appear on the screen. for the students to not only feel satisfied but also challenged to continue working on their tasks on the live worksheet.

Accessing the website, E-learning is a rapidly developing form of education. One of the key characteristics of e-learning is flexibility, which enables easier access to knowledge for everyone (Radovan & Perdih, 2016). According to the data obtained, it was discovered that students may readily access liveworksheet.com using either their laptop or their smartphones; however, they do require a reliable internet connection.

The student's vocabulary mastery at a pedagogical level, learners' vocabulary size, and listening proficiency should be taken into consideration when planning activities to enhance vocabulary learning through listening (Zhang & Graham, 2020). Linh et al., (2021) pinpointed the four main factors influencing learning autonomy (1) teachers themselves, (2) students' responsibility, (3) tasks, and (4) environment. In line with the findings of the investigation, a significant number of students obtain vocabulary in each assignment on the live worksheet. Every day, students can learn and practice using new words that are available to them. The students' learning autonomy of the cultivation of abilities for independent study has emerged as the primary focus of education in modern times. Numerous studies have been carried out with the goals of defining and uncovering the factors that influence learning autonomy as well as the effects that it has on students. The concept of learning autonomy as a kind of filter that gets rid of difficulties and differences inherent in conventional teaching methods and educational attitudes. The research conducted revealed that it is possible for students to be responsible for the assignments that were given to them by their instructors. Because it is oriented towards the student, there is an emphasis placed on pupils taking the initiative and being motivated to study in a way that best accommodates them.

The students' technology skills involve using computers, tablets, mobiles, the internet, etc. in the home or public domain are the key to the successful use of the tools to enhance student learning which lies in the design and implementation of learning activities rather than the machines and applications themselves (Yeh, 2015). The advantages of using "liveworksheet" are equipped with interesting and interactive answer choice features, such as essay, multiple choice, word puzzle, dropdown-selection, check boxes, join with arrow, drag, and drop, listening section, speaking, add MP3, watching a video, and insert a link. For students, the learning experience using "liveworksheet" gives an immersive and diverse impression, both through the attractive visual appearance of the student worksheets, audio videos of the process of listening to the videos shown, and kinesthetics through interactive

answer filling. Seeing the positive feedback from students makes them more enthusiastic about making other “liveworksheet”. Technological readiness concerns individual attitudes towards the introduction of new technology. In essence, students' perceptions at times reflect the learning effectiveness and learning experience of students in a course (Maphalala et al., 2021). Universities can produce solutions to mitigate their problems in online education and increase the quality of online education which can be accessed by all students (Şenol et al., 2021).

By using “liveworksheet”, students can do virtual practicum well by watching video materials and practical guides so that students are more enthusiastic about learning. In addition, the evaluation tools provided by “liveworksheet” are varied, interesting, and interactive so that students do not get bored easily. Online student worksheets using “liveworksheet” streamline time in learning and assessment because they have been automatically corrected so that it eases the task of teachers and students can immediately evaluate their abilities. The students are interested in learning and using “liveworksheet”. According to my fellow teachers, these Live Worksheets are not only for student worksheets to complement the “liveworksheet” but can also be used in other lessons. As a result, as shown in this study, “liveworksheets” has advantages over other applications, but this website, also, has disadvantages. Some teachers do not know how to use “liveworksheet”, the worksheet still requires review, so that all features can be used, and can only be in the learning setting in the classroom. Through this live worksheet, students can write the correct answer in the column provided or pair it as requested. Thus, it will bring up the activeness of students in thinking and looking for the right answer. For teachers, live worksheets are very helpful in assessing student practice, because without correcting the results have appeared. This turned out to get good attention and response. Their boredom was slightly reduced because of this live worksheet. They can learn while playing.

Summing up this article about the output of Indonesian students' self-directed learning through web-“liveworksheet” based instruction, furthermore clearly visible pictures of the results of student assignments in the “liveworksheet”, go to the website ([https://www."liveworksheet".com/](https://www.)) and easy access which of course must be connected to the Internet. And then the perceptions of the students about the self-directed web- “liveworksheet” based instruction in online education, however the most important thing is that after students work on assignments on the live worksheets, researchers get students' perceptions of using this application, which according to the results of data analysis and discussion about the live worksheets, it is very good. so that this application can be a recommendation by anyone within the scope of education.

In the last is a web-based learning strategy promote the use of “liveworksheet”, it can be seen from the results of this study, there are values that can be taken in this research, namely, to improve students' self-directed learning, automatic scoring, accessing the website, students' vocabulary mastery, students learning autonomy, and students' technology skills.

6. Conclusions

This study explores about using of “liveworksheets” as self-directed learning in web-based instruction to increase EFL students' listening skills was studied. The findings of the research revealed that, first, web-based learning was able to further improve English listening skills by using a “liveworksheets” activity. Second, a series of student learning activities in the web-based learning model can increase self-directed learning in listening optimally. Lastly, several difficulties were discovered in this study self-directed learning, automatic scoring, accessing the website, vocabulary mastery, learning autonomy, technology skills. The main limitation of this research is the internet network sometimes loads or is slow to access the network signal. so that in further research, it is better during listening lessons that students are expected to be able to be or have an excellent internet network. The next limitation is that the instructions given to students must be clear and the questions in the live worksheet can be answered properly. And then, not only the research about the listening skill but also another subject is covered by liveworksheet.com, therefore, the other researchers could see using the “liveworksheets” from another perspective. The implementation of the web-“live worksheet-based learning at various universities in Indonesia is highly recommended by educators through the outcomes of web-based learning (WBL). The “liveworksheet” application is effective for now, there are not too many obstacles because most students already have smartphones. Therefore, it can be an alternative used “liveworksheet” for self-directed learning in online education that is easy and free to access.

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Appendix

Interview Questions

Items	Questions
INTENSIVE LISTENING IN “LIVEWORKSHEET”	Tell me about your experience in using “liveworksheet”? did it facilitate your English-listening practices? <hr/> Did you find it difficult to use the “liveworksheet” website? Or Did you find it motivating, engaging, and autonomous? <hr/> How did you feel about your vocabulary learning? <hr/> What digital technologies did you use? How did these help you access the “liveworksheet”?