



The Implementation of Liveworksheets as a Formative Assessment in Teaching Descriptive Text for Senior High School Students

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ABSTRACT

This study aims to determine the way teachers implement Liveworksheets as a formative assessment tool in teaching descriptive texts to 10th-grade students. This study is grounded in the theoretical framework of Formative Assessment by Black and Wiliam, the SAMR technology integration model by Puentedura, and the concept of functional descriptive texts by Gerot and Wignell. The research method employed is a descriptive qualitative design. Data collection was conducted at MAN 2 Model Medan through direct classroom observation and semi-structured interviews with English teachers, analyzed inductively using code-to-theme analysis. The results indicate that the implementation of Liveworksheets is effective and has reached the Modification stage in the SAMR Model. The success of this process depends on the synergy between system

feedback (auto-scoring) and teachers' pedagogical feedback, which fosters student autonomy. Based on these findings, it is recommended that teachers continue to combine automated features with direct pedagogical guidance and provide technical instructions at the beginning of class. Further research is suggested to conduct quantitative studies or explore the integration of artificial intelligence (AI) as a digital writing assistant.

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INTRODUCTION

Writing is one of the most challenging language skills because it requires significant cognitive resources and full attention to apply grammatical rules and organize ideas in a structured manner (Obaydia; Shakkib, & Pikhartc, 2025 & Yin, Saad, & Halim, 2024). This skill serves as a means for students to demonstrate their knowledge, while also functioning as a versatile medium for communicating, persuading, and recording

information (Fonkamo & Zeru, 2022). The success of students in improving their writing skills cannot be separated from their active involvement in the classroom in the process of planning, drafting, revising, and final editing (Hoang & Hoang, 2022). Therefore, mastering writing skills is essential for students so that they can organize, develop, and analyze ideas, and convey or express them clearly in accordance with their understanding.

Although crucial, students often face various technical challenges, such as issues with organization, structure, grammar, and word choice (lexical) (Alghasab, 2025 & Polakova & Ivenz, 2024). Limited vocabulary and cognitive barriers often disrupt the writing process, especially when students struggle to find equivalents in the target language (Masruddin & Nasriandi, 2022). This indicates that writing is one of the skills required to formulate, develop, and analyze ideas, as well as to convey or express them clearly in accordance with students' understanding, which is a factor in their progress in the language.

One of the most fundamental text genres for students to develop is the descriptive text, because it is a basic form of writing that is often used to develop other genres of writing. Through this text, students learn to present sensory details, such as visual and tactile details which are essential for conveying the main idea of the text (Robillos & Bustos, 2023). The essence of quality descriptive writing lies in students' ability to coherently organize identifying and descriptive elements (Stavans & Ehrlich, 2024). Therefore, descriptive texts can be an effective tool because they are the easiest way to help students understand how to apply grammar and vocabulary in assessments.

In the process of learning to write, assessment should not merely serve as a tool for measuring final outcomes (summative assessment), but must be an integral part of the learning process (formative assessment) that provides feedback to modify learning activities (See, Gorard, Lu, Dong & Siddiqui, 2021). Formative assessment can be one way to determine how assessment functions as a pedagogical tool that encompasses all activities carried out by teachers and/or students that provide information to be used as feedback to modify their learning activities (Børte, Greiff, Lillejord, Wasson, 2023). Teachers report an increased ability to critically evaluate their assessment practices,

which is an indicator of deeper assessment literacy, so that assessment becomes a tool for teachers to discuss and improve their teaching strategies (Vattøy & Gamlem 2025).

Unfortunately, conventional assessment is often one-sided (monologue-like), dominated by a teacher-centered approach, and feedback is only provided after the assignment is completed (Børte et al. 2023; See et al. 2021). This poses a major challenge for teachers because providing detailed written feedback for each student requires a great deal of time and effort. Technological advancements have made it easier to provide personalized, real-time feedback to each student, tailored to their performance in real time; this enables schools to increasingly leverage this technology to facilitate the delivery of immediate, large-scale feedback, something that is difficult to do manually (See et al. 2021).

Therefore, One-side delivery of material causes delayed feedback, which can reduce students' effectiveness in active learning (Børte et al. 2023). Since digital comments remain accessible to students, they can review and make use of the feedback as they see fit (Vattøy & Gamlem, 2024). Formative assessment platforms also use games to facilitate learning; Quizizz, Socrative, and Liveworksheets are examples of game-based formative assessment systems. Games themselves may not be formative in nature, but research shows that game-based Student Response Systems (SRS) are more effective than non-game-based SRS in enhancing the learning process (See et al. 2021). As a result, during the learning process, students can also transform standard worksheets into interactive exercises, which benefit both the environment and the students (Özdal, Özden, Atasoy, & Güneylİ, 2022).

Preliminary data collected in MAN 2 Model Medan through classroom observations and interviews with English teachers indicate that the challenges associated with manual correction and providing feedback are time-consuming and exhausting, while instant feedback is crucial to the learning process and can only be implemented through the use of technology. These findings suggest that teachers need more time to process feedback, which makes it difficult for students to improve their ability to learn and express their ideas in writing. Although the body of research on educational technology continues to grow (Børte et al. 2023, See et al. 2021, & Vattøy & Gamlem, 2024), there remains a clear gap in the existing literature, particularly regarding delayed feedback.

Therefore, this study presents a new perspective by using a qualitative descriptive method to describe personal experiences, challenges, and the formative assessment itself, thereby providing a deeper understanding of how Liveworksheets can be applied in the formative assessment process. It is hoped that this can contribute to learning innovations that improve the writing skills of 10th-grade students at MAN 2 Model Medan.

METHOD

This study employs a qualitative approach, which aims to explore and understand the meanings attributed by individuals or groups to a social or humanitarian issue. This study uses a descriptive qualitative research design. The descriptive qualitative method is an analytical approach in which the researcher strives to remain faithful to the data, without deviating from what the participants convey or from the raw data, with a primary focus on grouping the information obtained into clear themes. Creswell and Creswell (2023) explain that the descriptive method in qualitative research is an analytical approach in which the researcher adheres to the data, uses a limited framework and interpretation to explain the data, and organizes the information into themes.

This study was conducted at MAN 2 Model Medan, located at Jl. Willem Iskandar No. 7 A, Kelurahan Sidorejo, Kecamatan Medan Tembung, Medan City, North Sumatra. The data collection instrument is the researcher themselves, who serves as the primary instrument in the data collection process. The researcher collects data directly through observation and interviews with teachers. The researcher may use a protocol as a tool for recording data, but it is the researcher who collects and interprets the information (Creswell & Creswell, 2023). The researcher used an interview protocol containing a list of questions or topics to be discussed in the qualitative interviews, as well as an observation protocol containing categories or variables to be observed by the researcher during the observation process.

During the data collection process, the researcher conducted interviews with English teachers and observed them while they taught descriptive texts in the classroom. The data analysis technique used in this study is code-to-theme analysis, developed by Creswell and Creswell (2023). According to Creswell and Creswell (2023), code-to-theme analysis is an inductive data analysis process in which researchers construct patterns from the bottom up.

RESULTS

The implementation of Liveworksheets as a formative assessment tool in descriptive text instruction has proven to have moved beyond the basic digitization stage and reached the modification stage according to the SAMR technology integration model. In the initial stage or the substitution stage this platform is used purely as a replacement for conventional paper worksheets, with students typing their answers directly on their devices. To ensure cognitive readiness, teachers begin this process by explicitly outlining the learning objectives and establishing the minimum proficiency criteria that students must achieve.

Entering the augmentation stage, the presence of an auto-scoring feature provides a highly significant functional improvement. This feature saves teachers a great deal of time and effort in evaluating students' foundational understanding, such as vocabulary mastery, text structure, and even the detection of typos. The real-time feedback provided by the system in the form of red highlights on incorrect answers, has proven effective in fostering students' independent learning. Without needing further instruction, students proactively identify their own mistakes and redo the questions to improve their scores.

In the modification phase, the descriptive writing assignment was redesigned into a more interactive and dynamic learning experience. Teachers not only displayed text on the screen but also utilized drag-and-drop features, drew lines, and embedded videos related to the tourist attractions to be described. During the activity, teachers proactively monitored students' understanding by moving around the classroom. This process also naturally fosters collaboration among students, where they exchange ideas and act as peer tutors when facing difficulties. At the end of the session, the teacher supplements the system's automatic feedback with traditional pedagogical feedback to ensure students truly understand the concepts behind the mistakes they made.

Although this implementation has brought many positive impacts, there are various practical challenges in the field. The most common technical obstacles include unstable internet connections, limited data quotas, and low battery life on students' devices. Additionally, there is a critical flaw in the Liveworksheets system where all student progress is erased if the page is refreshed, which can waste time and cause frustration. On the other hand, pedagogical challenges have also emerged, such as a tendency for students to simply guess answers just to chase instant high scores, without truly trying

to understand the material. This phenomenon underscores that no matter how sophisticated the automation features on digital devices may be, the role of a teacher's physical presence and manual intervention remains irreplaceable in redirecting students' focus back to the essence of conceptual understanding.

DISCUSSIONS

The implementation of Liveworksheets at MAN 2 Model Medan is fully aligned with the fundamental principles outlined by Black and Wiliam (2009), according to which a new assessment can be considered formative if evidence of student achievement is not only collected but also interpreted and used to inform subsequent instructional decisions. The use of this digital platform successfully fosters a strong synergy between system feedback (automatic) and pedagogical feedback from teachers. Although the Liveworksheets system can provide indicators of basic errors through red highlighting, teachers recognize that these markers are insufficient to explain the concepts underlying students' errors. Therefore, teachers supplement them with direct classroom discussions and feedback. This practice aligns with Morris's (2021) perspective, which emphasizes that formative assessment achieves high levels of effectiveness when accompanied by process-oriented and dialogic feedback.

The platform's interactivity naturally encourages student engagement to serve as a learning resource for their peers (peer assessment) while taking control of their own learning (self-assessment). This finding reinforces Black and Wiliam's (2018) theory, which states that formative assessment occurs when evidence of learning outcomes is actively used by students or their peers to determine improvement steps independently. Furthermore, the designation of this application's function as a "practice bridge" holds strong theoretical significance. According to Hyland (2022) writing is a complex cognitive process that demands simultaneous mastery of grammar, vocabulary, and text structure. The use of drag-and-drop features on the platform has proven effective in reducing students' cognitive load, as they can visually grasp the logic of text structure before being required to write a lengthy essay.

From a technology integration framework perspective, teachers' implementation of Liveworksheets has surpassed the basic digitization stage (Substitution) and successfully reached the Augmentation and Modification levels in the SAMR Model. As explained by

Puentedura (2013) technology at this phase has enabled teachers to significantly redesign tasks, transforming the static flow of descriptive writing into a more interactive format integrated with multimedia. However, this integration has not yet reached the Redefinition stage. The technology used remains centered on restructuring traditional tasks within the context of physical classroom supervision and has not yet been leveraged to create entirely new or previously unimaginable cross-boundary collaborative experiences, as defined by Puentedura (2013) for that highest stage.

Behind these various successes, the emergence of technical and pedagogical challenges reveals some gaps in the use of this platform. Infrastructure disruptions such as unstable signals and loss of progress due to page refreshes contradict the core principles of electronic assessment outlined by Niederländer and Katzlinger (2021), where an e-assessment should uphold standards of accessibility and consistency for all users. From a pedagogical perspective, the tendency of students to simply guess answers to achieve an instant score validates the warning from Black and Wiliam (1998). They highlight that evaluations overly focused on grade acquisition often foster superficial learning without genuine conceptual understanding. Closed-ended interactive instruments (such as multiple-choice or drag-and-drop) have not yet been able to comprehensively measure the dimension of students' critical thinking skills in formulating actual written ideas.

CONCLUSIONS

In conclusion, the implementation of Liveworksheets as a formative assessment tool in descriptive writing instruction has proven to be effective and comprehensive, with its application extending beyond basic digitization to reach the "Modification" stage of the SAMR Model. The key to the success of this integration lies in the solid synergy between the system's feedback which provides real-time error indicators to prompt self-evaluation and peer collaboration, and the teacher's pedagogical guidance, which proactively clarifies conceptual understanding. Although teachers successfully implemented all five formative assessment strategies in a structured manner, their implementation was frequently disrupted by infrastructure barriers such as unstable internet connections, limited battery life, and system glitches that could erase all answer progress if the page was reloaded. Additionally, the emergence of a pedagogical

phenomenon where students tend to simply guess answers on interactive questions to chase instant scores presents a unique challenge. Ultimately, this situation underscores that no matter how advanced Liveworksheets' technological innovations are in facilitating learning assessment, teacher intervention and physical presence remain an absolute requirement to ensure the achievement of genuine cognitive depth and meaningful learning.

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