

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In conclusion, the implementation of Liveworksheets as a formative assessment tool in teaching descriptive writing has proven to be effective and comprehensive. Teachers successfully integrated the five formative assessment strategies in a structured manner, ranging from clarifying objectives at the beginning of the lesson to encouraging active student participation. From a technology integration perspective, the application of this platform has gone beyond the basic digitization stage and reached the “Modification” level in the SAMR Model. The core success of this digital formative assessment implementation lies in the strong synergy between system feedback and pedagogical feedback. Liveworksheets provides real-time error indicators, which naturally encourage students to engage in self-assessment and collaborative discussions with their peers (peer-assessment). Meanwhile, the teacher acts as a facilitator who confirms the location of conceptual errors through traditional explanations. However, infrastructure barriers such as unstable internet connections, limited battery life, and system vulnerabilities where students’ answer progress is completely erased due to a page refresh often disrupt the smooth flow of the evaluation process. On the other hand, a pedagogical phenomenon has emerged where closed-ended interactive questions prompt students to guess answers in order to achieve an instant score without deeply understanding linguistic concepts. This ultimately underscores that

no matter how sophisticated Liveworksheets' technological innovations are in facilitating formative assessment, their peak effectiveness absolutely requires teacher intervention and presence to ensure that cognitive depth and the meaning of learning are still achieved.

5.2 Suggestions

Based on the conclusions of this study, the following practical and theoretical recommendations are offered, which are expected to be beneficial for future teaching and research:

- a. For English Teachers: Teachers are advised to continue combining the use of Liveworksheets' automated features with direct pedagogical guidance to prevent students from simply guessing answers without understanding the concepts. This application should be used primarily as a "practice bridge" before actual manual writing practice. To anticipate technical issues, teachers should provide preventive instructions at the beginning of class, such as warning students not to refresh the page in their browser to prevent answers from being erased.
- b. For Students: Students are advised to approach digital formative assessments more thoughtfully. The automatic correction feature (red/green marks) should not merely be viewed as a determinant of the final score, but rather utilized as material for self-assessment and peer assessment to improve weaknesses in the construction of descriptive sentences. Students are also expected to be more self-reliant in preparing the technical aspects of learning, such as ensuring

sufficient device battery power and internet data availability before class begins.

- c. For Future Researchers: This study is limited to a descriptive qualitative approach that focuses on the implementation process; future researchers are advised to conduct quantitative research to statistically measure the extent of the impact (effectiveness) of using Liveworksheets on improvements in students' writing scores. Future researchers may also expand the scope of their research to examine how the Liveworksheets grading system assesses students' writing results.

