

Developing A Live Worksheet For Hortatory Exposition Writing Instruction in Senior High School

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Abstract

This study aimed to develop and evaluate a Live Worksheet-based instructional material for teaching Hortatory Exposition Text writing, examine its validity and feasibility through expert validation and student responses, and identify students' responses toward the developed product. Employing Borg and Gall's Research and Development model, the study involved 73 eleventh-grade students at a senior high school in West Bandung Regency, selected through purposive sampling across preliminary (n=20) and main field testing (n=53) phases. Data were collected through a 10-item Likert-scale questionnaire covering four thematic areas: worksheet attractiveness, ease of use, writing benefits, and general student response, alongside a six-aspect observation checklist, analyzed quantitatively using feasibility percentage criteria. The developed worksheet incorporated interactive features including fill-in-the-blank, drag and drop, arrow-matching, multiple choice, and microphone-based activities with automated feedback, structured around a four-stage writing plan guiding students from brainstorming through drafting, peer review, and final text revision. Expert validation yielded an overall mean of 3.69 (92.4%, Very Feasible), while student responses produced a combined mean of 3.12 and feasibility percentage of 78.0%, categorized as Feasible, with students reporting improved writing confidence, idea development, and structural understanding of Hortatory Exposition Text. These findings confirm that the developed Live Worksheet is a valid, feasible, and engaging instructional medium for supporting Hortatory Exposition Text writing instruction at the senior high school level.

Keywords: Hortatory Exposition Text; Live Worksheet; Worksheet

INTRODUCTION

Writing is often considered one of the most important yet challenging skills in English language learning, as it requires learners to actively construct meaning, organize ideas coherently, and express thoughts in a structured and purposeful way, going far beyond what receptive skills like listening and reading demand (Demneri, 2024; Bezbaruah, 2025). Proficient writing empowers students to communicate effectively and achieve academic success in various domains (Song & Song, 2023), making it a fundamental priority in EFL instruction. However, many students continue to struggle with writing, particularly in organizing their thoughts, developing appropriate vocabulary, and maintaining grammatical accuracy, challenges that as Mallahi (2024) points out, are commonly faced by EFL learners when attempting to express and organize their ideas in written English. These difficulties are further compounded by predominantly teacher-centered instruction and conventional worksheets that offer little interactivity or timely feedback, ultimately preventing students from recognizing their own errors and hindering their overall writing development.

In response to these persistent challenges, digital technologies have been widely integrated into education to create more dynamic, interactive, and student-centered learning environments, with research consistently demonstrating their capacity to increase student engagement, provide

immediate feedback, and encourage learner independence (Rafique, 2023; Marlina, 2024). Among the platforms gaining increasing attention in EFL education is Live Worksheet, an online tool that enables teachers to transform traditional worksheets into fully interactive digital materials through features such as drag and drop, fill in the blank, matching, multiple choice, and automatic feedback (Utami & Noviana, 2024). Its usability can be understood through Nielsen's (1994) five-component framework, namely learnability, efficiency, memorability, errors, and satisfaction, which provides a theoretically grounded basis for evaluating how intuitively and effectively learners interact with digital instructional tools. In the context of writing instruction, usability is particularly important because writing requires learners to devote substantial cognitive resources to generating ideas, organizing arguments, and producing linguistically accurate texts. Therefore, an intuitive and user-friendly digital environment can minimize unnecessary cognitive load, maintain students' focus on the writing task, and enhance their overall engagement and performance. Several studies have confirmed Live Worksheet's effectiveness in improving student motivation, engagement, and reading comprehension (Chalisyah et al., 2024; Teresa & Febria, 2023), establishing it as a promising medium for language learning. However, its application remains largely limited to reading and general language skills, while its potential in teaching Hortatory Exposition Text writing remains considerably underexplored.

Hortatory Exposition Text holds a prominent position in the Indonesian senior high school English curriculum as one of the most demanding writing genres. As Mulyadin (2023) stated, this text type functions to persuade readers that they should or should not do something, while Batubara (2024) further emphasized that its purpose is to persuade readers to accept the writer's viewpoint and take recommended actions. Fulfilling this communicative purpose requires students to construct a clear thesis, develop logical supporting arguments, and close with a firm restatement, while simultaneously applying distinctive linguistic features such as modal verbs, logical connectives, and persuasive language. Despite its curricular significance, many students continue to face serious difficulties in producing this text type due to limited persuasive vocabulary, weak argument organization, and insufficient understanding of its generic structure, posing challenges that demand purposefully designed instructional media capable of scaffolding students effectively through the writing process. In this regard, the use of Live Worksheet specifically for teaching Hortatory Exposition Text writing remains largely unstudied, revealing a meaningful gap between the growing potential of interactive digital tools and their targeted application in argumentative writing instruction at the senior high school level.

A review of related literature further confirms this gap. Previous studies have consistently demonstrated that technology-based instructional media, including electronic worksheets and Live Worksheet platforms, can enhance students' engagement, motivation, and understanding of Hortatory Exposition Text (Armaditya & Amalyasari, 2023; Pradnyadari, 2025; Wulandari, 2025). These studies suggest that interactive digital learning tools provide meaningful support for students' learning processes and contribute positively to overall learning outcomes. However, the existing literature has primarily focused on reading comprehension, text understanding, and general language learning rather than the development of writing skills. Consequently, research that specifically develops, validates, and empirically evaluates Live Worksheet-based instructional materials for teaching Hortatory Exposition Text writing at the senior high school level remains limited. This gap highlights the need for targeted instructional media that can effectively support students throughout the writing process while addressing the specific demands of Hortatory Exposition Text.

To address this gap, the present study aims to develop a Live Worksheet-based instructional material for teaching Hortatory Exposition Text writing to EFL learners at a senior high school in West Bandung Regency, conducted using a Research and Development (R&D). Specifically, this study addresses three research objectives: (1) describing the process of developing the worksheet, (2) examining the feasibility of the developed worksheet based on student responses, and (3) identifying students' responses toward the use of the developed worksheet in Hortatory Exposition Text writing instruction. The findings are expected to provide English teachers with a practical and engaging digital instructional resource, while contributing to the growing body of research on technology-enhanced writing instruction in the Indonesian EFL context.

METHOD

This study employed a Research and Development (R&D) method based on Borg and Gall (1983), which consists of ten steps systematically designed to produce and evaluate educational products. However, due to the scope and time constraints of this study, only the first seven steps were implemented: research and information collecting, planning, developing a preliminary form of the product, preliminary field testing, main product revision, main field testing, and operational product revision. Following Richey and Klein's (2011) categorization of product and tool research, this study focused on the systematic creation and evaluation of a Live Worksheet-based instructional material for teaching Hortatory Exposition Text writing at a senior high school in West Bandung Regency. The authors conducted three school visits. The first visit was on 4 February 2026 to meet the curriculum coordinator and obtain institutional research permission. The second one was on 26 February 2026 to carry out the preliminary field testing with a small group of students. The third one was on 27 February 2026 to implement the main field testing in two classes.

The participants were 73 eleventh-grade students selected through purposive sampling based on two criteria: (1) active enrolment in Hortatory Exposition Text writing instruction under the Kurikulum Merdeka at the time of the study, and (2) direct experience using the developed Live Worksheet during the implementation phase. These criteria ensured that participants possessed sufficient contextual familiarity with both the subject matter and the instructional medium to provide informed and meaningful responses. The sample consisted of 20 students from class XI J in the preliminary field testing and 53 students drawn from classes XI K (n=25) and XI I (n=28) in the main field testing.

Data were collected through two instruments. The primary instrument was a 10-item Likert-scale questionnaire using a four-point scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), covering four thematic areas: worksheet attractiveness, ease of use, writing benefits, and general student response. The questionnaire items were developed based on Nielsen's (1994) five-component usability framework and adapted from validated instruments used in prior Live Worksheet and digital media research (Chalisyah et al., 2024; Utami & Noviana, 2024), ensuring content validity and alignment with the study's objectives. The secondary instrument was a six-aspect observation checklist used to monitor students' engagement and behavior during worksheet use, with the observed aspects including: (1) student attention and focus during worksheet activities, (2) active participation in writing tasks, (3) interaction with interactive features, (4) response to automated feedback, (5) collaboration during peer review activities, and (6) overall motivation and enthusiasm throughout the session. Observation data were recorded by the researcher during each field testing session and subsequently analyzed descriptively to triangulate the quantitative questionnaire findings.

Prior to field testing, the developed worksheet underwent expert validation conducted on 28–29 January 2026, involving three validators, namely two lecturers from the English Education Study Program at IKIP Siliwangi and one English teacher from a senior high school in West Bandung Regency, who assessed the worksheet across four aspects: content feasibility, language feasibility, presentation, and appropriateness for Hortatory Exposition Text writing, using a four-point scale modified from Riduwan (2013). The collected data were analyzed quantitatively using the feasibility percentage formula modified from Riduwan (2013) as cited in Yanti et al. (2022):

$$\text{Feasibility Value (\%)} = (\text{Total score obtained} \div \text{Maximum score}) \times 100\%$$

The results were then interpreted against the following feasibility criteria modified from Riduwan (2013) as cited in Yanti et al., (2022):

Table 1. Feasibility Criteria Table from Riduwan (2013)

Percentage	Category
81%-100%	Very Feasible
61%-80%	Feasible
41%-60%	Quite Feasible
21%-40%	Less Feasible
0%-20%	Not Feasible

Qualitative data obtained from the observation checklist were descriptively analyzed, adhering to the framework of data reduction, data display, and conclusion drawing proposed by Miles, Huberman, and Saldaña (2014).

RESULTS AND DISCUSSION

Results

1. The Process of Developing Live Worksheet in Teaching Hortatory Exposition Text

The development process followed the first seven steps of Borg and Gall's (1983) R&D model, beginning with a needs analysis conducted during the first school visit on 4 February 2026, where the researcher met the curriculum coordinator to obtain research permission and consulted with the English teacher to identify instructional challenges in teaching Hortatory Exposition Text writing. Based on this analysis, the worksheet was designed around the theme of *Netiquette in Digital Communication*, aligned with the *Kurikulum Merdeka* objectives for eleventh-grade English, with content drawn from the *Kemendikbud* Grade XII English textbook. The initial layout was designed using Canva and AI-assisted tools before developed and published on the Live Worksheet platform, accessible at <https://www.liveworksheets.com/worksheet/en/english-language-writing/8408266>. The developed worksheet covered a range of interactive features including fill-in-the-blank, drag and drop, arrow-matching, multiple choice, and microphone-based speaking activities, all equipped with instant automated feedback and automatic scoring, making it considerably more interactive and student-centered than conventional print-based worksheets.

The learning activities were structured around a four-stage writing plan: Activity 1 (Plan) guided students to brainstorm ideas using a structured table; Activity 2 (Writing Plan) supported students in developing their ideas into full paragraphs; Activity 3 (Review Text) facilitated peer proofreading using a schematic structure and linguistic features checklist; and Activity 4 (Rewrite the Text) required students to revise and submit their final Hortatory

Exposition Text. The figures below illustrate the appearance and key features of the developed worksheet.

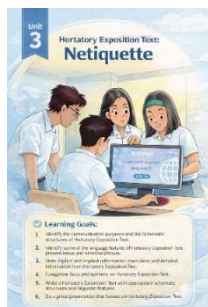


Figure 1. Cover of the developed worksheet

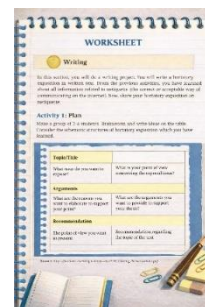


Figure 2. Writing Plan section (Activity 1)

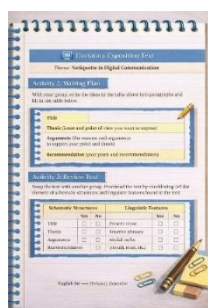


Figure 3. Writing Plan section (Activity 2-3)



Figure 4. Writing Plan section (Activity 4)

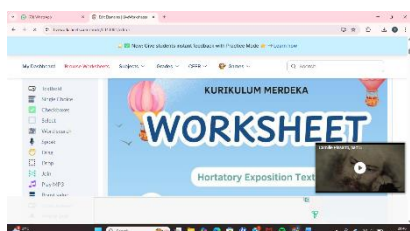


Figure 5. Features of Live Worksheet

2. Expert Validation of the Developed Worksheet

Prior to field testing, the developed Live Worksheet was subjected to expert validation involving three validators: two lecturers at IKIP Siliwangi, and one English teacher at SMA Negeri 1 Cisarua. The validation was conducted on 28–29 January 2026 across four aspects: content feasibility, language feasibility, presentation, and appropriateness for Hortatory Exposition Text writing. The results are presented in Table 2.

Table 2. Expert Validation Result of the Developed Live Worksheet

No	Statement	V1	V2	V3	Mean	%
1. Content Feasibility						
1	Material is aligned with Hortatory Exposition writing competency	4	4	4	4.00	100

2	Worksheet content is appropriate for students' characteristics	4	4	3	3.67	91.7
3	Hortatory Exposition text examples are relevant and accurate	4	4	3	3.67	91.7
4	Exercises support persuasive writing ability	3	3	4	3.33	83.3
Aspect Mean					3.67	91.7
2. Language Feasibility						
5	Language is easy for students to understand	4	4	4	4.00	100
6	Instructions are clear and unambiguous	4	4	4	4.00	100
7	No grammatical or spelling errors	4	4	4	4.00	100
Aspect Mean					4.00	100
3. Presentation (Layout & Design)						
8	Worksheet appearance is attractive and neat	3	3	4	3.33	83.3
9	Use of images supports learning	4	4	3	3.67	91.7
10	Material presentation is systematic	4	4	3	3.67	91.7
Aspect Mean					3.56	88.9
4. Appropriateness for Hortatory Exposition Writing						
11	Worksheet helps students construct Hortatory Exposition text	4	4	4	4.00	100
12	Worksheet enhances students' persuasive writing ability	3	3	3	3.00	75.0
Aspect Mean					3.50	87.5
Overall Mean					3.69	92.4
Category					Very Feasible	

Note: 1 = Not Feasible; 2 = Less Feasible; 3 = Feasible; 4 = Very Feasible V1 = Lecturer at English Education Study Program, IKIP Siliwangi; V2 = Lecturer at English Education Study Program, IKIP Siliwangi; V3 = English Teacher, SMA Negeri 1 Cisarua

As shown in Table 2, the language feasibility aspect obtained the highest mean of 4.00 (100.0%), reflecting unanimous agreement among all three validators that the worksheet's language is clear, unambiguous, and free from grammatical errors. Content feasibility yielded a mean of 3.67 (91.7%), confirming strong alignment with Hortatory Exposition Text writing competency, while presentation obtained a mean of 3.56 (88.9%). The appropriateness for Hortatory Exposition writing aspect yielded a mean of 3.50 (87.5%), with item 11, concerning the worksheet's ability to help students construct Hortatory Exposition text, received a perfect score of 4.00 from all validators. The overall mean of 3.69 and feasibility percentage of 92.4%, categorized as Very Feasible based on Riduwan's (2013) criteria, confirm that the developed worksheet meets the required quality standards prior to field implementation.

3. Product Revision

Table 3. Product Revision Based on Expert Validation

No	Aspect Revised	Before Revision	After Revision
1	Activity 4 Title	The title of Activity 4 was written as "Redraft the Text", which was considered less appropriate and inconsistent with the intended writing process.	The title was revised to "Draft the Text" to provide clearer instructions and align with the writing activity objectives.
2	Grade Label	The worksheet displayed the label "Grade 12" on several pages.	The "Grade 12" label was removed to improve the worksheet layout and visual appearance.

Note. The revisions were made based on validator feedback to improve the accuracy of instructions and the visual design of the Live Worksheet.

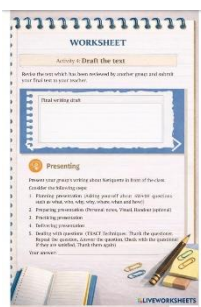


Figure 6. Product Before Revision

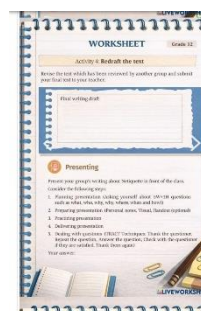


Figure 7. Product After Revision

4. Students' Responses toward the Developed Worksheet in Teaching Hortatory Exposition Text

The students' responses were collected through a questionnaire administered in both testing phases, with the results presented in Tables 4 to 6.

Table 4. Student Response Questionnaire Results in the Preliminary Field Testing (Class XI J, n=20)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		f (%)	f (%)	f (%)	f (%)
A. Worksheet Attractiveness					
1	This worksheet is attractive and enjoyable to use.	5 (25)	13 (65)	2 (10)	-
2	The design of this worksheet makes me more enthusiastic about learning.	5 (25)	12 (60)	3 (15)	-
B. Ease of Use					
3	This worksheet is easy to understand.	9 (45)	9 (45)	2 (10)	-
4	The instructions in this worksheet are clear and helpful.	7 (35)	13 (65)	-	-
C. Benefits for Hortatory Exposition Writing					
5	This worksheet helps me write Hortatory Exposition text more effectively.	8 (40)	12 (60)	-	-
6	The examples and exercises in this worksheet help me develop ideas in writing Hortatory Exposition text.	8 (40)	12 (60)	-	-
7	This worksheet makes me feel more confident in writing Hortatory Exposition text.	8 (40)	10 (50)	2 (10)	-
D. General Student Response					
8	I feel this worksheet suits my learning needs.	7 (35)	12 (60)	1 (5)	-
9	I would like this kind of worksheet to be used again in class.	5 (25)	10 (50)	5 (25)	-
10	Overall, I give a positive response toward this developed worksheet.	8 (40)	12 (60)	-	-

Overall Mean: 3.27

Feasibility: 81.75% (Feasible)

Note: f = frequency; % = percentage

Table 5. Students Response Questionnaire Result in the Main Field Testing (Class XI K and Class XI I, n=53)

No	Statement	Strongly Agree f (%)	Agree f (%)	Disagree f (%)	Strongly Disagree f (%)
A. Worksheet Attractiveness					
1	This worksheet is attractive and enjoyable to use.	7 (13.2)	40 (75.5)	6 (11.3)	-
2	The design of this worksheet makes me more enthusiastic about learning.	8 (15.1)	39 (73.6)	5 (9.4)	1 (1.9)
B. Ease of Use					
3	This worksheet is easy to understand.	13 (24.5)	34 (64.2)	6 (11.3)	-
4	The instructions in this worksheet are clear and helpful.	10 (18.9)	38 (71.7)	5 (9.4)	-
C. Benefits for Hortatory Exposition Writing					
5	This worksheet helps me write Hortatory Exposition text more effectively.	11 (20.8)	32 (60.4)	10 (18.9)	-
6	The examples and exercises in this worksheet help me develop ideas in writing Hortatory Exposition text.	13 (24.5)	35 (66)	5 (9.4)	-
7	This worksheet makes me feel more confident in writing Hortatory Exposition text.	6 (11.3)	39 (73.6)	8 (15.1)	-
D. General Student Response					
8	I feel this worksheet suits my learning needs.	17 (32.1)	30 (56.6)	5 (9.4)	1 (1.9)
9	I would like this kind of worksheet to be used again in class.	8 (15.1)	32 (60.4)	11 (20.8)	2 (3.8)
10	Overall, I give a positive response toward this developed worksheet.	16 (30.2)	32 (60.4)	5 (9.4)	-

Overall Mean: 3.06

Feasibility: 76.5% (Feasible)

Note: f = frequency; % = percentage

Table 6. Student Response Results: Preliminary and Main Field Testing

Testing Phase	Class	n	Overall Mean	Feasibility (%)	Category
Preliminary Field Testing	XI J	20	3.27	81.75%	Feasible
Main Field Testing	XI K and XI I	53	3.06	76.5%	Feasible
Total		73	3.12	78.0%	Feasible

As shown in Tables 4 to 6, the developed Live Worksheet consistently received positive responses from students across all three classes and both testing phases, with an overall mean of 3.12 and feasibility percentage of 78.0%, categorized as Feasible based on Riduwan's (2013) criteria. Nevertheless, a small proportion of Strongly Disagree responses was recorded in the main field testing, accounting for only 0.5% of total combined responses concentrated on item 2 (1.9%), item 8 (1.9%), and item 9 (3.8%). Since the questionnaire employed a closed-ended Likert scale without an open-ended response option, the specific reasons underlying these responses could not be directly obtained from students. Drawing on relevant theoretical frameworks, these responses may reflect individual aesthetic preferences, distinct learning styles, or anticipated reduced novelty upon repeated exposure to the same digital format consistent with Warschauer's (2007) observation that digital learning tools cannot uniformly address the diverse needs of all learners. Notably, no Strongly Disagree responses were recorded during the preliminary field testing, further affirming the accessibility and overall positive reception of the developed worksheet.

Observation Findings

Observation data collected during both testing phases using the six-aspect checklist indicated that the majority of students demonstrated active and sustained engagement throughout the worksheet activities. Students were consistently observed to be attentive and focused during interactive tasks, particularly during drag and drop and fill-in-the-blank activities. Most students responded actively to the automated feedback feature, frequently re-attempting incorrect responses before proceeding, a behavior indicative of self-regulated learning. Collaborative engagement was evident during Activity 3 (Review Text), with students actively discussing structural and linguistic elements of each other's texts. Overall motivational levels remained high throughout both testing phases, with observable increases in student confidence as they progressed through the four-stage writing plan.

Discussion

The worksheet attractiveness findings indicate that the notebook-style design crafted through Canva, combined with the contextually relevant theme of Netiquette in Digital Communication, played a significant role in fostering students' engagement, with 90% of participants in the preliminary field testing and 88.7% in the main field testing responding positively. This aligns with Deci and Ryan's (2000) self-determination theory as cited in Hoang et al. (2025), which posits that visually stimulating and contextually meaningful materials satisfy students' needs for competence and autonomy, thereby fostering intrinsic motivation, something that conventional static worksheets rarely achieve. Minor instructional adjustments made prior to the main field testing, in response to the 15% disagreement rate recorded on the design-related item during the preliminary field testing, appear to have contributed to the consistently positive responses observed across all three classes.

Regarding ease of use, consistently high agreement rates in all classes with 90.6% of main field testing participants finding the instructions clear, confirmed that the platform's interface did not create unnecessary cognitive barriers throughout the learning process. This is consistent with Nielsen's (1994) usability framework, particularly its learnability and efficiency components, which emphasize that an effective digital tool enables users to accomplish tasks quickly and intuitively, thereby allowing learners to direct their full cognitive resources toward the writing task itself. In the context of writing instruction, this usability advantage is particularly significant, as excessively complex interfaces risk increasing extraneous cognitive load and diverting attention from the higher-order thinking demanded by Hortatory Exposition Text production. Observation findings corroborated these results, with students consistently

demonstrating attentive and focused behavior during interactive tasks throughout both testing phases.

The benefits for Hortatory Exposition writing theme yielded the most compelling findings, with items 5 and 6 achieving 100% agreement in the preliminary field testing and item 6 recording 90.5% agreement in the main field testing. The scaffolded four-stage writing plan guiding students from brainstorming through drafting, peer review, and final text revision, appears central to these outcomes, as it provided structured support throughout the entire writing process. These results support Bandura's social-cognitive theory, which emphasizes the interaction between personal, behavioral, and environmental factors in the learning process (Mujahidah, 2023), whereby task completion through scaffolding contributes to the development of students' writing self-efficacy. This is also in line with the concept of scaffolding proposed by Sohrabi et al. (2022), where learner performance is enhanced through contingent and gradually faded support within the Zone of Proximal Development (ZPD). Furthermore, these findings are consistent with Sweller's (2023) cognitive load theory, where instant automated feedback reduces extraneous cognitive load and prevents error reinforcement, enabling students to internalize the Hortatory Exposition structure more effectively. Observation data further supported these findings, as students were frequently observed re-attempting incorrect responses upon receiving automated feedback and demonstrating increased confidence as they progressed through the writing plan activities.

The general student response theme confirmed broad satisfaction in both testing phases, with a combined feasibility of 78.0%, categorized as Feasible based on Riduwan's (2013) criteria, a finding that, when considered alongside the expert validation results yielding an overall mean of 3.69 and feasibility percentage of 92.4% (Very Feasible), collectively affirms the quality and appropriateness of the developed worksheet. However, item 9 consistently recorded the lowest mean of 2.90, with 24.6% of main field testing participants disagreeing, suggesting that greater variety in activity types may be needed to sustain long-term motivation, a finding consistent with Warschauer's (2007) view that digital learning tools shaped by social, cultural, and economic factors cannot uniformly address the diverse needs of all learners. These findings confirm that the developed Live Worksheet is a valid, feasible, and engaging instructional medium for supporting Hortatory Exposition Text writing instruction at the senior high school level.

CONCLUSION

This study aimed to develop and evaluate a Live Worksheet-based instructional material for teaching Hortatory Exposition Text writing, examine its validity and feasibility through expert validation and student responses, and identify students' responses toward the developed product. Three conclusions are drawn in accordance with the research objectives.

Concerning the first research objective, the developed Live Worksheet was created using Canva and AI-assisted tools following the first seven steps of Borg and Gall's (1983) Research and Development model. Designed within the *Kurikulum Merdeka* framework and centered on the theme of Netiquette in Digital Communication, the worksheet incorporated interactive features such as fill-in-the-blank, drag and drop, arrow-matching, multiple choice, and microphone-based activities with automated feedback. These features were integrated into a four-stage writing plan that guided students through brainstorming, drafting, peer review, and final text revision. Minor revisions were made following the preliminary field testing, particularly to improve the clarity of on-screen instructions.

With respect to the second research objective, expert validation yielded an overall mean score of 3.69 and a feasibility percentage of 92.4%, categorized as Very Feasible. The subsequent

field testing further demonstrated the worksheet's feasibility, with an overall mean score of 3.12 and a feasibility percentage of 78.0%, categorized as Feasible based on Riduwan's (2013) criteria. Although the worksheet did not reach the Very Feasible category in student responses, the findings indicate that it was generally well received by students. The relatively lower scores on several items suggest that additional variation in activity types and design features may further enhance students' long-term engagement and satisfaction.

Regarding the third research objective, students responded positively across all four thematic areas, namely worksheet attractiveness, ease of use, benefits for Hortatory Exposition writing, and general student response. The strongest responses were observed in the writing benefits category, particularly in relation to idea development and writing effectiveness. Observation findings further supported these results, showing active participation, sustained engagement, and self-regulated learning behaviours throughout the implementation process. While a small number of students expressed less favourable responses, these findings may reflect individual differences in learning preferences and experiences with digital learning environments.

This study contributes to technology-enhanced writing pedagogy by providing an empirically developed and evaluated Live Worksheet specifically designed for Hortatory Exposition Text writing instruction at the senior high school level. The findings demonstrate how interactive digital worksheets can support writing scaffolding, learner engagement, and self-regulated learning within the Indonesian EFL context.

Nevertheless, this study has several limitations. The participants were drawn from a single school, which may limit the generalizability of the findings. In addition, the use of a closed-ended questionnaire restricted deeper exploration of students' reasons for negative responses, while the study focused primarily on students' perceptions rather than direct measurement of writing achievement. Therefore, future research is recommended to involve larger and more diverse samples, employ experimental designs with pretest and post-test measures to assess writing improvement more directly, incorporate open-ended instruments or interviews to capture students' perspectives in greater depth, and examine the long-term effectiveness of Live Worksheet-based writing instruction through longitudinal studies.

ACKNOWLEDGMENTS

The authors extend their sincere gratitude to the principal, curriculum coordinator, and English teacher of the senior high school in West Bandung Regency for their kind permission and invaluable support throughout the data collection process. Appreciation is also expressed to the eleventh-grade students who willingly participated in this study.

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