

Developing E-Worksheet of Procedure Text through Genre Based Approach in Teaching Writing to 7 Grades of Junior High School

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Abstract

The purpose of this research was to create an electronic worksheet, based on Liveworksheet and integrated with the Genre-Based Approach, or instruction on procedural writing, and to examine student reactions to the resulting product. This study employed a Research and Development (R&D) method using the ADDIE model. A total of 13 seventh-grade students participated in the small-scale trial, while 31 seventh-grade students participated in the large-scale trial at SMP PGRI 5 Cimahi, were used to implement the electronic worksheet. The feasibility score reached 93% (Very Good category) in the small-scale trial and 90% (Very Good category) in the large-scale trial based on student perceptions questionnaires according to the results. These results indicate that the Liveworksheet-based E-Worksheet integrated with the Genre-Based Approach was perceived by students as interactive worksheet and it was positively received as a learning media for writing procedural texts, while also helping students understand how to write procedural texts. In summary, the electronic worksheet that has been created is appropriate for use as an alternative digital learning method to instruct seventh-grade students in writing procedural texts.

Keywords: E-Worksheet; Liveworksheet; Genre-Based Approach; ADDIE; Procedure Text; Writing Skill

INTRODUCTION

Writing is one of the fundamental skills in English learning because it enables students to express information, instructions, viewpoints, and ideas in written form. As a productive skill, writing supports students' academic development by helping them organize ideas, expand vocabulary, and apply grammatical knowledge appropriately (Sholihah et al., 2022). In line with this, the Prototype Curriculum for Phase D expects students to express ideas and messages logically, critically, and creatively through various written texts. To achieve these learning outcomes, writing instruction should guide students through a structured process, beginning with understanding the context and characteristics of a text and progressing toward producing their own written work (Peungcharoenkun & Waluyo, 2023). However, many students still experience difficulties in writing due to limited vocabulary, insufficient grammatical knowledge, and challenges in generating and organizing ideas into coherent texts (Sholihah et al., 2022). These challenges indicate the need for instructional strategies and learning materials that can better support students in developing their writing skills.

In addition, rapid technological advancements have transformed educational practices by encouraging the integration of digital media to create more interactive, flexible, and student-centered learning environments. In English language learning, digital media has been found to increase students' engagement and participation, particularly in learning procedural texts. For example, Lating (2022) reported that students showed greater interest, enthusiasm,

enjoyment, and curiosity when learning procedural texts through video-based media. These findings suggest that integrating digital learning media into writing instruction provides opportunities to develop more interactive learning materials. Therefore, Liveworksheets was selected in this study as a digital platform to support the development of an interactive E-Worksheet for teaching procedural text writing.

One form of digital learning media is electronic teaching materials, which are presented in electronic formats such as audio, audiovisual, and interactive multimedia to support students' learning needs (Sholihah et al., 2022). Among these materials, electronic worksheets (E-Worksheets) are widely used to facilitate structured learning activities. E-Worksheets provide learning tasks, instructions, and exercises in an electronic format that allows students to complete activities independently while receiving immediate feedback (Maysara et al., 2023). They also function as learning guides that help students develop understanding and essential skills through systematic learning activities (Sholihah et al., 2022). One platform commonly used to develop E-Worksheets is Liveworksheets, a web-based platform that transforms conventional worksheets into online exercises that can be completed and assessed automatically (Maysara et al., 2023). Its features enable teachers to provide immediate feedback, monitor students' learning progress, and deliver learning activities more efficiently (Maysara et al., 2023). Therefore, integrating Liveworksheets into E-Worksheet development has the potential to support students' writing skills when combined with an appropriate instructional approach.

In addition to appropriate teaching materials, selecting an effective instructional approach is essential for improving students' writing skills. One widely used approach in English language teaching is the Genre-Based Approach (GBA), which helps students understand and produce texts by focusing on their social purpose, schematic structure, and linguistic features (Dewi et al., 2025). The GBA is implemented through four stages: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT) (Haryonoet al., 2023). These stages provide systematic scaffolding that guides students from understanding the context and characteristics of a text to collaboratively constructing and independently producing their own texts (Nabella & Rini, 2023). Previous research has also shown that the Genre-Based Approach can effectively improve students' understanding of text organization and support the development of their writing skills (Simanjuntak et al., 2025).

One of the text types studied by seventh-grade junior high school students in English classes is the procedure text. A procedure text is a type of text that explains a sequence of steps to guide readers in completing a particular task (Pitaloka et al., 2023). It usually uses imperative sentences such as out, place, use, etc. The generic structure of procedure text into there parts such as goal, ingredients or material and method or steps (Septiani et al., 2021). Although students are expected to understand the characteristics of this text type, many still experience difficulties in organizing ideas, arranging procedural steps logically, and using appropriate language in their writing. Nisah et al. (2025) explained that students' low writing proficiency is influenced by learning practices that remain monotonous and emphasize theoretical explanations rather than meaningful learning experiences. Therefore, more interactive learning media and appropriate instructional approaches are needed to help students develop their procedure text writing skills more effectively.

Based on an evaluation of the *English for Nusantara* Grade 7 textbook using Harmer's (2007) coursebook evaluation checklist, the textbook generally met several quality criteria, particularly in terms of methodology, language skills, and topic selection. However, the analysis also revealed that the learning activities for procedure texts provided limited opportunities for students to practice writing through structured and interactive tasks. Most activities still required additional explanation and guidance from the teacher, while digital learning resources that could support students' independent learning were not available. These limitations indicate that supplementary teaching materials are needed to provide more systematic writing activities aligned with the stages of the Genre-Based Approach. Therefore, this study developed a Liveworksheets-based E-Worksheet to support the teaching of procedure text writing for seventh-grade students.

Several studies have shown that the use of digital media in English language learning can improve students' motivation, engagement, and participation (Lating, 2022; Maysara et al., 2023). However, these studies primarily focused on learning media without systematically integrating a specific instructional approach. In contrast, research on the Genre-Based Approach (GBA) has demonstrated its effectiveness in helping students develop writing skills through systematic instructional stages (Dewi et al., 2025; Simanjuntak et al., 2025). Septiari and Ayu (2026) integrated the Genre-Based Approach with Canva-based digital media to improve students' understanding of news texts. Although their findings indicated that this integration enhanced students' engagement and understanding, the study focused on reading comprehension and did not develop a Liveworksheets-based E-Worksheet for teaching procedure text writing at the junior high school level. Therefore, there is still a need to develop digital learning media that systematically integrates the Genre-Based Approach into procedure text writing instruction. Based on this gap, the present study developed a Liveworksheets-based E-Worksheet of Procedure Text through the Genre-Based Approach for seventh-grade junior high school students. The E-Worksheet was designed to support students in learning and producing procedure texts through interactive activities aligned with the stages of the Genre-Based Approach. (Febriansyah et al., 2021)

This study aims to develop a Liveworksheets-based E-Worksheet of Procedure Text through the Genre-Based Approach (GBA) for teaching writing to seventh-grade junior high school students. To achieve this aim, the study addresses the following research questions: (1) How is the process of developing an E-Worksheet of Procedure Text through Genre-Based Approach for teaching writing? and (2) What are students' perception toward the developed E-Worksheet?. Theoretically, this study is expected to contribute to the literature on the integration of digital learning media and the Genre-Based Approach in English writing instruction, particularly for teaching procedure texts. Practically, the findings are expected to provide English teachers with a reference for developing interactive digital teaching materials that support systematic writing instruction and enhance students' learning experiences.

METHOD

With the goal of creating materials for e-learning, researchers used a specific type of research and development known as R&D. Specifically, using the ADDIE instructional design model developed by Branch (2009). The ADDIE model was selected because it provides a systematic and structured framework for designing, developing, implementing, and evaluating instructional materials, making it suitable for educational product development (Branch, 2009). In this study, the ADDIE model guided the development of a Liveworksheets-based E-Worksheet for teaching procedure text writing to seventh-grade junior high school students.

The model ensured that each stage of the development process, from needs analysis to product evaluation, was carried out systematically to produce a learning product that was appropriate for classroom implementation.

The research subject were seventh-grade students at SMP PGRI 5 Cimahi, West Java, Indonesia, who were involved in two stages of product try-out: a small-group try-out and a field test. The small-group try-out involved 15 students selected through purposive sampling based on variations in academic ability (high, medium, and low), as recommended by the English teacher. Purposive sampling was employed because it enables researchers to select participants with specific characteristics that are relevant to the objectives of the study and capable of providing information-rich data (Palinkas et al., 2015; Campbell et al., 2020). This selection aimed to obtain representative feedback from students with different levels of learning ability regarding the developed product. The number of participants in the small-group try-out was consistent with Saniati's (2021), who also involved 15 participants in the initial product trial. The field test involved one intact class consisting of 31 seventh-grade students. Since all students in the selected class participated in the study, total sampling was employed at this stage.

The research employed three instruments: (1) a Needs Analysis Questionnaire, (2) an Expert Validation Sheet, and (3) a Student Perception Questionnaire.

Needs Analysis Questionnaire

During the analysis phase, the researcher used a needs analysis questionnaire to identify students' needs in learning to write procedure texts and to gather information as the basis for developing the E-Worksheet. The questionnaire employed the Guttman scale with two response options ("Yes" and "No") and included a reason column that allowed students to explain their responses. It was developed based on the needs analysis aspects proposed by Muruganantham (2015), namely Need Assessment, Problem Identification, and Task Analysis. The questionnaire consisted of 19 items adapted to the research context and field conditions. In addition to administering the questionnaire, the researcher also conducted a curriculum analysis by evaluating the textbook used by the students.

Expert Validation Sheet

The expert validation sheet was used to evaluate the quality and appropriateness of the developed E-Worksheet in terms of content, presentation, and media design. The validation process was conducted by three validators consisting of a content expert, a media expert, and an English teacher as the practitioner validator. The validation instrument employed a four-point Likert scale with scores ranging from 1 to 4 and was adapted from Multayasa (2022).

Student Perception Questionnaire

The student perception questionnaire was administered after the implementation of the developed E-Worksheet to investigate students' perceptions of its use in learning procedure text writing. The questionnaire employed a four-point Likert scale with scores ranging from 1 to 4 and was adapted from Multayasa (2022). It consisted of eight items covering four aspects: media, content, learning, and attitude. The media aspect evaluated the appearance and ease of use of the E-Worksheet. The content aspect assessed the relevance and clarity of the learning materials. The learning aspect examined the usefulness of the E-Worksheet in supporting the learning process, while the attitude aspect explored students' perceptions of

using the E-Worksheet during classroom activities. The data obtained from this questionnaire were used to describe students' perceptions of the developed E-Worksheet and its practicality. The research procedure followed the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). During the analysis phase, the researcher administered a needs analysis questionnaire to identify students' needs, learning problems, and characteristics related to learning procedure text writing. In addition, the *English for Nusantara* Grade 7 textbook was evaluated based on the coursebook evaluation criteria proposed by Harmer (2007). Harmer's framework was selected because it provides comprehensive criteria for identifying the strengths and weaknesses of English language teaching materials. In addition, this framework has been successfully applied by Hanifa (2018) to evaluate English textbooks for junior high schools in Indonesia, demonstrating its relevance and applicability in the Indonesian EFL context. The findings from this phase served as the basis for determining the specifications of the developed E-Worksheet.

During the design phase, the researcher determined the learning objectives, content, and learning activities based on the stages of the Genre-Based Approach (GBA), namely Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The layout, navigation, and interactive features of the E-Worksheet were also designed at this stage.

The development phase involved developing the Liveworksheets-based E-Worksheet and validating the product through expert review. The validation process involved two university lecturers as content and media experts and one English teacher as the practitioner validator. The validators assessed the product in terms of content, presentation, and media using the validation instrument. Their comments and suggestions were used to revise and improve the product before it was tried out with students. After the revision, a small-group try-out involving 15 students was conducted to obtain initial feedback on the developed product (Qarnain & Rusdi, 2025).

The implementation phase consisted of a field test involving one intact class of 31 seventh-grade students. At this stage, students used the revised E-Worksheet during the learning process and subsequently completed a student perception questionnaire to evaluate the developed product. Finally, the evaluation phase involved analyzing the results of the expert validation and students' perceptions to identify aspects that required further revision and to produce the final version of the E-Worksheet.

The research data were analyzed using both quantitative descriptive and qualitative descriptive analysis techniques. Quantitative descriptive analysis was used to analyze the scores obtained from the expert validation sheet and the student perception questionnaire by converting the results into percentage scores based on a four-point Likert scale. Meanwhile, qualitative descriptive analysis was employed to analyze the data obtained from the needs analysis questionnaire, textbook evaluation, and the comments and suggestions provided by the validators throughout the product development process. The percentage scores from the expert validation sheet and the student perception questionnaire were calculated using the following formula.

$\text{Rumus Index \%} = \frac{\text{Total Skor}}{y} \times 100\%$
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(Afifah, 2024)

Figure 1. Formula Used to Obtain Final Results

The score interpretation criteria are as follows

Table 1. The Interval and Category Score

Interval	Category
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Fair
0% - 25%	Poor

RESULTS AND DISCUSSION

Results

This chapter presents and discusses the findings of the study in relation to the research questions. The first research question is addressed by describing the development process of the Liveworksheets-based E-Worksheet for Procedure Text writing through the five phases of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The second research question is addressed by presenting students' perceptions of the use of the developed E-Worksheet, as measured through the Student Perception Questionnaire administered during the field-testing stage. The findings are presented sequentially according to these two research questions.

1. Analysis

The analysis phase aimed to identify students' learning needs and evaluate the textbook used in the classroom as the basis for developing the Liveworksheets-based E-Worksheet. This phase consisted of two activities: (1) needs analysis and (2) textbook analysis

a. Students' Needs Analysis

The needs analysis was conducted by administering a questionnaire to 30 seventh-grade students at SMP PGRI 5 Cimahi. The questionnaire was designed based on three aspects proposed by Muruganantham (2015): Need Assessment, Problem Identification, and Task Analysis. The results of the questionnaire are presented in Table 2.

Table 2. Results of Students' Needs Analysis Questionnaire

No	Questionnaire Item	Yes	No	Percentage (%)
1	Students experienced difficulties in understanding the sequence of procedure texts.	23	7	76.7
2	Students needed digital worksheets to support learning.	29	1	96.7
3	Students preferred worksheets containing images.	29	1	96.7
4	Students preferred worksheets containing instructional videos.	28	2	93.3

5	Students expected immediate feedback after completing activities.	29	1	96.7
6	Students preferred collaborative learning activities.	21	9	70.0

As presented in Table 1, the questionnaire results indicate that students encountered several challenges in learning procedure text writing and demonstrated a strong demand for technology-supported learning materials. The responses suggest that students expected learning resources that not only presented instructional content but also provided visual support, interactive activities, and immediate feedback to facilitate their understanding of the writing process. Furthermore, students expressed positive attitudes toward learning activities that combined individual practice with collaborative interaction.

These findings imply that the existing learning materials have not fully accommodated students' learning preferences or supported the development of their writing skills through interactive instruction. Consequently, the findings of the needs analysis served as the primary basis for designing the Liveworksheets-based E-Worksheet. The product was therefore developed by integrating multimedia elements, automatic feedback, and learning activities that followed the stages of the Genre-Based Approach to create a more systematic and engaging learning experience.

b. Coursebook Analysis

To complement the needs analysis, the researcher evaluated the *English for Nusantara* Grade VII textbook using the coursebook evaluation criteria proposed by Harmer (2007) and implemented by Hanifa (2018). The evaluation examined ten aspects of the textbook, including price and availability, additional resources, layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriateness, and the teacher's guide. The evaluation results are presented in Table 3.

Table 3. Results of the Coursebook Analysis Based on Harmer's (2007) Evaluation Criteria

No	Evaluation aspect	Percentage (%)	Category
1	Price and Availability	91.67	Very Good
2	Additional Materials	100	Very Good
3	Layout and Design	91.67	Very Good
4	Instructions	75.00	Good
5	Methodology	91.67	Very Good
6	Syllabus	100	Very Good
7	Language Skills	87.50	Very Good
8	Topics	100	Very Good
9	Cultural Appropriacy	100	Very Good
10	Teacher's Guide	75.00	Good
Overall	Average Score	91.67	Excellent

Table 3 shows that the *English for Nusantara* Grade VII textbook was categorized as Excellent, indicating that it met most criteria of a high-quality English coursebook. The textbook was well

aligned with the curriculum and provided appropriate content, learning activities, and language skills for seventh-grade students.

However, the analysis also revealed several limitations, particularly the lack of interactive digital activities and systematic writing practice for procedure texts. In addition, multimedia features and immediate feedback were not available, indicating the need for supplementary teaching materials. Therefore, a Liveworksheets-based E-Worksheet integrated with the Genre-Based Approach (GBA) was developed to provide more interactive and systematic learning experiences.

2. Design

Based on the findings of the needs analysis and coursebook analysis, the researcher designed a Liveworksheets-based E-Worksheet by integrating the stages of the Genre-Based Approach (GBA), namely Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The product was designed to provide systematic guidance for students in learning and writing procedure texts through a sequence of interactive learning activities.

The BKoF stage was represented through the Watch and Read activity, which combined instructional videos and reading materials to activate students' background knowledge and introduce the topic. The MoT stage focused on helping students recognize vocabulary and language features through drag-and-drop vocabulary matching activities. During the JCoT stage, students completed guided writing activities, including fill-in-the-blank exercises and word-arrangement tasks, to strengthen their understanding of the generic structure and language features of procedure texts. Finally, the ICoT stage encouraged students to apply their knowledge independently by arranging procedural steps and writing their own procedure texts through open-ended writing tasks.

To enhance students' engagement, the E-Worksheet incorporated various interactive features provided by the Liveworksheets platform, including drag-and-drop activities, automatic feedback, embedded videos, matching exercises, and open-ended writing tasks. The overall design of the E-Worksheet was developed based on the results of the analysis phase to address students' learning needs and complement the existing coursebook.

Table 4. The Integration of Each GBA Phase into Learning Activities

GBA Phase	Part	Activities	Liveworksheet Features	Learning Objective
BKOF	Part 1	Watch and Read	Video & Reading	Build background knowledge
MOT	Part 2	Vocabulary Activity	Drag and Drop	Introduce key vocabulary
JCOT	Part 3–4	Fill in the Blank, Answer Questions, Arrange Words	Select Answer, Open Answer, Drag and Drop	Guide students in analyzing and constructing Procedure Texts
ICOT	Part 5–6	Arrange the Steps, Write a Procedure Text	Join, Open Answer	Develop independent writing skills



Figure 1. First Design of E-Worksheet



Figure 2. Final Design of E-Worksheet

<https://s11nk.com/liiveworsheet-product>

3. Development

During the development phase, the researcher transformed the design blueprint into a functional Liveworksheets-based E-Worksheet. The product was developed by integrating the learning materials, interactive activities, multimedia elements, and automatic feedback that had been planned during the design phase. After the development process was completed, the E-Worksheet was evaluated through expert validation to determine its feasibility before being implemented in the product try-out.

Table 5. Expert Validation Results of the Developed E-Worksheet

Validator	Skor (%)	Category	Conclusion
Media Expert	83%	Valid	Good and can be used as is
Subject Matter Expert	75%	Fairly Valid	Good and can be used with minor revisions
Practitioner	100%	Very Valid	Good and can be used as is
Average	86%	Valid	The product is suitable for use in education

The validation result presented in the table above shows that the E-Worksheets received positive evaluations from all validators. In general, media validator stated that the E-Worksheets visualization, readability, and language use were appropriate for use as instructional material. Meanwhile, the content validator assessed that the content was aligned with the

products development objectives, although some refinements were still needed to better align it with the learning outcomes. The practioner validator also provided a positive evaluation and stated that the product could be used in the classroom learning activities.

Table 6. Product Revisions Based on Validators' Suggestions

Validator	Suggestion	Action Taken
Content Expert	Revise the learning content.	The learning content was revised to align with the CP and learning objectives.
Media Expert	Improve the visual layout.	The visual layout and language were improved.
Practitioner Validator	No suggestions.	No revision was required.

Based on the validators' suggestions, several revisions were made before the product try-out. These revisions focused on improving the learning content, visual presentation, readability, and language consistency to ensure alignment with the **Capaian Pembelajaran (CP)** and learning objectives. No revisions were recommended by the practitioner validator, indicating that the E-Worksheet was considered appropriate for classroom use. After the revisions were completed, the product proceeded to the small-group try-out.

The revised E-Worksheet was then tested with 15 seventh-grade students at SMP PGRI 5 Cimahi to evaluate its practicality before the field test (Qarnain & Rusdi, 2025). The findings showed that students had positive perceptions of the E-Worksheet, particularly regarding its visual appearance, ease of use, and interactive features. The feedback obtained from this stage was used to make minor improvements before the field test.

Table 7. Summary of Student Responses in the Limited Pilot Test

Aspect	Number of questions	Score obtained	Maximum score	Percentage	Category
Media	3	147	156	94.2%	Very Good
Materials	2	95	104	91.3%	Very Good
Learning	1	48	52	92.3%	Very Good
Attitudes	2	97	104	93.1%	Very Good
Total	8	387	416	93%	Very Good



Figure 4. Limited Pilot Test

The results of the small-group try-out indicated that students had very positive perceptions of the developed E-Worksheet. Overall, the product was categorized as Very Good. Among the evaluated aspects, the media aspect received the highest rating with a 94.2% score, followed by the learning and attitude aspects. Meanwhile, the content aspect also achieved a Very Good

with a score of 91.3%. These findings indicate that students perceived the developed E-Worksheet as an engaging, userfriendly, and supportive learning resource that helped them better understand and write procedure texts.

4. Implementation

After completing the development, expert validation, product revision, and small-group try-out phases, the E-Worksheet was implemented through a field test involving 31 seventh-grade students at SMP PGRI 5 Cimahi. During this stage, students used the Liveworksheets-based E-Worksheet to learn and write procedure texts. The product had been revised based on the feedback provided by the validators and the results of the small-group try-out. After completing all learning activities, the students were asked to complete the Student Perception Questionnaire to evaluate the developed product. The results of the students' perceptions obtained during the field-testing stage are presented in Table 8.

Table 8. Summary of Student Responses in the Large Scale Pilot Test

Aspect	Number of questions	Score obtained	Maximum score	Percentage	Category
Media	3	338	372	90.8%	Very Good
Materials	2	224	248	90.3%	Very Good
Learning	1	112	124	90.3%	Very Good
Attitudes	2	223	248	89.9%	Very Good
Total	8	897	992	90%	Very Good



Figure 5. Large Scale Pilot Test

As shown in Table 8, the results of the field test indicated that students had very positive perceptions of the developed E-Worksheet. Overall, all evaluated aspects were rated from Good to Very Good, with an overall score of 90.0%, indicating that the product was well accepted by the students. The media aspect received the highest evaluation with 90.8% score, suggesting that students found the E-Worksheet visually appealing, enjoyable, and easy to use throughout the learning process. In addition, the learning aspect was also evaluated very positively, indicating that the activities provided in the E-Worksheet effectively supported students in learning and writing procedure texts through systematic learning stages.

Regarding the content aspect, students expressed positive perceptions of the learning materials presented in the E-Worksheet. The findings suggest that the materials were clear, relevant, and supported students in understanding and completing the writing activities. Meanwhile, the attitude aspect was also categorized as Very Good, with a score of 89.9%, indicating that the use of the E-Worksheet encouraged students' enthusiasm and active participation throughout the learning process.

Nevertheless, the results of the analysis of the group activity indicator showed that 5 out of 31 students gave lower ratings than those reported for the other indicators. Based on observations conducted during the field-testing stage, these students tended to participate less actively in discussions with their group members and appeared to be more comfortable working independently. These findings suggest that students' participation in collaborative activities may be influenced not only by the learning media but also by individual learning preferences and social characteristics. Therefore, the relatively lower ratings on this indicator should not be interpreted as reflecting the overall quality of the developed E-Worksheet.

5. Evaluation

The evaluation phase was conducted to determine the overall quality and suitability of the developed E-Worksheet based on the results of the expert validation, the small-group try-out, and the field test. The findings from the expert validation indicated that the product achieved the Very valid category, while the results of both the small-group try-out and the field test showed that students had very positive perceptions of the developed E-Worksheet. These findings demonstrate that the product met the expected quality standards in terms of content, media, and classroom implementation.

Overall, the evaluation confirmed that the Liveworksheets-based E-Worksheet successfully addressed the learning needs identified during the analysis phase by providing interactive and systematic learning activities for teaching procedure texts. Therefore, the developed product was considered suitable for use as a supplementary learning medium to support the teaching of procedure text writing for seventh-grade junior high school students.

The findings of this study indicate that the Liveworksheets-based E-Worksheet for teaching procedure text writing through the Genre-Based Approach was suitable for use in English language instruction. This was supported by the expert validation results, which categorized the product as Very valid, as well as by students' perceptions, which placed the product in the Very Good category during both the small-group try-out and the field-testing stage.

These findings suggest that integrating the stages of the Genre-Based Approach into a Liveworksheets-based E-Worksheet can provide a more systematic, interactive, and structured learning experience for teaching procedure text writing. Overall, the developed Worksheet was considered an appropriate supplementary learning medium for supporting writing instruction for seventh-grade junior high school students.

Based on the findings of this study, the process of developing a Liveworksheets-based E-Worksheet for procedure text writing through the Genre-Based Approach (GBA) resulted in a product that was categorized as Very Feasible for use in teaching writing to seventh-grade junior high school students. In addition, the results of the product try-outs indicated that students had very positive perceptions of the developed E-Worksheet, with the product being categorized as Very Good. Therefore, the developed E-Worksheet can be used as a digital learning medium to support the teaching of procedure text writing through interactive and systematic learning activities.

Discussion

The purpose of this study was to develop a Liveworksheets-based E-Worksheet for procedure text writing using the GBA and to examine students' perceptions of the developed product. The product was developed using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation phases. This discussion analyzes the findings of

the product development process and students' perceptions in relation to the research objectives, the principles of the GBA, and findings from previous studies.

Based on the findings of this study, the Liveworksheets-based E-Worksheet for procedure text writing was successfully developed using the ADDIE model through five phases: analysis, design, development, implementation, and evaluation. The expert validation results indicated that the product achieved an average score of 86% (Very Feasible) based on the evaluations of the media expert, content expert, and practitioner validator. After the product had been revised according to the validators' feedback, it was implemented through a small-group try-out followed by a field test to evaluate its practicality and students' perceptions. The findings from both product try-outs showed that students had very positive perceptions of the developed E-Worksheet, with most evaluated aspects being categorized as Very Good, particularly the media and learning aspects. In addition, students expressed positive perceptions of the learning content and the interactive features provided through the Liveworksheets platform. However, the indicator related to group activities received relatively lower ratings than the other indicators. This finding suggests that collaborative learning activities may require additional instructional support to accommodate students with different learning preferences.

Overall, the findings of this study show that the Liveworksheets-based E-Worksheet for procedure text writing was successfully developed using the ADDIE model and met the established feasibility criteria as a learning medium. The expert validation results demonstrated that the product was Very Feasible after several revisions, while the product try-outs indicated that it was well accepted by the students. These findings suggest that the developed E-Worksheet has the potential to support the teaching of procedure text writing through more interactive, systematic, and student-centered learning activities.

The positive findings may be attributed to the systematic development process provided by the ADDIE model, which guided each phase from needs analysis and product design to implementation and evaluation in a structured manner. In addition, the involvement of media experts, a content expert, and a practitioner validator throughout the validation process contributed to improving the quality of the product before it was implemented in the classroom. Therefore, the combination of a systematic development process and revisions based on the validators' feedback contributed significantly to the overall quality of the developed E-Worksheet.

The findings of this research show that the ADDIE model, when applied to the development of the E-Worksheet, resulted in a product that was suitable for teaching procedure text writing. These findings are consistent with Saniati (2021), who reported that the ADDIE model facilitates the development of instructional products that meet feasibility standards through a systematic process consisting of the analysis, design, development, implementation, and evaluation phases. This consistency suggests that each phase of the ADDIE model complements the others in producing a learning product that is aligned with students' learning needs and characteristics.

Furthermore, the findings of this study are consistent with those of Nabella and Rini (2023) and Simanjuntak et al. (2025), who found that the Genre-Based Approach (GBA) helps students develop their understanding of text organization and writing through systematic instructional stages. In the present study, the stages of Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text

(ICOT) were systematically integrated into the E-Worksheet activities, enabling students to build their understanding before independently writing procedure texts. Consequently, integrating the GBA into a Liveworksheets-based E-Worksheet provided a more systematic and structured learning process for teaching procedure text writing.

The positive perceptions of the developed E-Worksheet are also consistent with the findings of Maysara et al. (2023), who reported that the use of Liveworksheets can enhance students' engagement through interactive learning activities. Features such as instructional videos, drag-and-drop activities, fill-in-the-blank exercises, and open-ended questions enabled students to actively participate throughout the learning process. These findings suggest that integrating interactive features into a Liveworksheets-based E-Worksheet can create a more engaging learning experience while supporting students' understanding of procedure text material.

Although the E-Worksheet received a very positive response overall, the indicator related to group activities received relatively lower ratings than the other indicators. This may be attributed to students' individual characteristics during the learning process. Based on classroom observations, several students who gave lower ratings to this indicator tended to interact less with their peers and preferred completing tasks independently. Therefore, the lower ratings appear to reflect students' learning preferences and social characteristics rather than the quality of the developed E-Worksheet. Accordingly, teachers may consider implementing more flexible collaborative strategies to encourage the participation of all students in future learning activities.

Overall, the findings of this study provide evidence that the developed E-Worksheet is of good quality and suitable for use in teaching Procedure Text writing. One of the strengths of this study lies in the systematic product development process implemented through the ADDIE model, which involved validation by a media expert, a content expert, and practitioner, followed by both limited and large-scale pilot studies before the product was implemented in the classroom. Consequently, the developed E-Worksheet underwent several stages of evaluation to ensure its quality and suitability for students' learning needs.

Nevertheless, these findings should be interpreted in light of several limitations. First, this study was conducted in only one school with a relatively small number of participants; therefore, the findings cannot be generalized to broader educational contexts. Second, the study focused on product development and students' responses to the developed E-Worksheet rather than examining its effectiveness in improving students' writing skills. Therefore, future research is recommended to investigate the effectiveness of the E-Worksheet in enhancing students' procedure text writing skills by involving a larger sample and more diverse educational settings.

Overall, the findings of this study indicate that the Liveworksheet-based E-Worksheet for Procedure Texts, which integrates the stages of the GBA, was successfully developed using the ADDIE model and was found to be suitable for use in writing instruction. Expert validation and students' positive responses suggest that the developed E-Worksheet has the potential to support more interactive, systematic, and student-centered learning. Furthermore, this study contributes to the development of digital learning media by integrating the Genre-Based Approach into writing instruction. Therefore, the developed E-Worksheet can serve as an alternative learning medium for teaching Procedure Text writing to seventh-grade junior high school students.

Although the developed E-Worksheet demonstrated promising results in terms of feasibility and students' perceptions, further research is needed to extend its application in different educational contexts. Future studies are recommended to involve participants from multiple schools and educational levels to examine the broader applicability of the product. In addition, experimental or quasi-experimental research designs could be employed to investigate the effectiveness of the Liveworksheets-based E-Worksheet in improving students' procedure text writing skills and to compare its impact with other instructional media or approaches.

Despite its limitations, this study contributes to English language teaching, particularly in the area of procedure text writing. Its main contribution lies in the development of a Liveworksheets-based E-Worksheet that systematically integrates the stages of the Genre-Based Approach (GBA), namely Building Knowledge of the Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT), into interactive learning activities. Therefore, the findings of this study may serve as a practical reference for English teachers in developing interactive digital learning resources that are aligned with students' learning needs and support the teaching of procedure text writing.

The Research and Development (R&D) method based on the ADDIE model was selected because it aligns with the objective of this study, namely to systematically develop an educational product and examine its feasibility. Through the phases of analysis, design, development, implementation, and evaluation, the product was developed in a structured manner and continuously refined based on expert validation and the results of the product try-outs. However, implementing this method required considerable time, careful planning, and continuous evaluation throughout each phase of the development process.

English teachers are encouraged to use the Liveworksheets-based E-Worksheet, which integrates the stages of the Genre-Based Approach (GBA), as an alternative medium for teaching procedure text writing. Furthermore, teachers are encouraged to adapt collaborative learning activities to students' learning needs and characteristics to ensure that all learners have opportunities to actively participate in the learning process. Future research is recommended to examine the effectiveness of the Liveworksheets-based E-Worksheet in improving students' procedure text writing skills by involving more diverse educational contexts and larger participant groups. It is expected that the findings of this study will provide practical implications for English teachers and curriculum developers in designing interactive, systematic, and student-centered digital learning resources.

CONCLUSION

This study successfully developed a Liveworksheet-based E-Worksheet for teaching Procedure Texts by integrating the stages of the Genre-Based Approach through the ADDIE model. The validation and pilot study results indicated that the developed product met the established feasibility criteria and received very positive perceptions from students, suggesting its potential to support interactive, systematic, and student-centered writing instruction. However, this study was limited to one school and focused only on product development and students' responses. Therefore, future research is recommended to investigate the effectiveness of the developed E-Worksheet in improving students' Procedure Text writing skills with larger samples and more diverse educational contexts. The findings of this study are expected to

provide practical references for English teachers in developing interactive digital learning media.

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