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## The Development of E-Worksheet as Interactive Instructional Media for Teaching Reading Recount Text at X Grade

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### ABSTRACT

This research focuses on developing an interactive E-Worksheet for teaching reading recount text to X Grade students, addressing challenges in traditional learning methods. Under the Merdeka Curriculum, technology-based instructional resources are essential since traditional teaching methods frequently fall short in terms of properly engaging students. In order to improve student learning and engagement, the study intends to develop and validate an e-worksheet using the Liveworksheets platform. This study employs a Research and Development (R&D) methodology that excludes Implementation, based on the ADDIE paradigm (Analysis, Design, Development, and Evaluation). After conducting a needs analysis using teacher interviews and student questionnaires, the findings were verified by experts in the fields of pedagogy, media, and materials. The designed E-Worksheet has validation ratings of 3.52 for media, 3.95 for material, and 3.79 for pedagogical elements, indicating that it satisfies high validity standards. Learning becomes more interesting and useful when interactive elements like activities, audio, and videos are incorporated. In conclusion, the developed E-Worksheet is a useful resource for raising learning objectives and reading comprehension in the recount text. By providing a modern and innovative student-centered learning resource that satisfies curricular requirements and boosts enthusiasm in reading activities, this research advances educational technology.

## 1. Introduction

Reading is a fundamental skill in language acquisition and plays a crucial role in students' academic success. However, traditional teaching methods for reading comprehension, particularly in recount texts, often fail to effectively engage students. According to (Simons et al., 2020), many Indonesian teachers still rely on conventional approaches such as direct instruction and textbook-based learning, which do not align with students' learning preferences in the digital era. According

to (Sitorus & Sipayung, 2018), teachers play a crucial role in guiding students through the reading process, yet many lack innovative instructional strategies. According to (Haerazi et al., 2019), students often struggle with reading comprehension due to a limited vocabulary, making engagement even more difficult. Furthermore, (Hammer et al., 2021) argue that integrating interactive media can significantly improve students' motivation and participation in reading activities. Consequently, students struggle with comprehension, vocabulary retention, and motivation when reading. As education evolves under the Merdeka Curriculum, there is a growing emphasis on integrating technology-based instructional media to enhance learning outcomes. The need for innovative, interactive, and engaging learning tools has never been more critical.

The development of interactive instructional media has been widely explored in educational research. Studies have shown that integrating multimedia elements, such as videos, animations, and gamified exercises, can significantly improve student engagement and comprehension (Harvey & Goudvis, 2017; Hedge, 2008). According to (Rizaldi & Fatimah, 2022), the Merdeka Curriculum encourages the use of digital media to create more engaging and effective learning experiences. (Lorenzen, 2001), highlights that students prefer internet-based learning tools as they provide greater access to information and facilitate independent learning. (Thorson, 2000), supports this view, stating that computer-based media have proven successful in improving student outcomes in grammar, vocabulary, listening, and reading. The use of electronic worksheets (E-Worksheets) has gained attention as an effective alternative to traditional worksheets, allowing students to interact with content in dynamic ways. Among various digital platforms, Liveworksheets has emerged as a promising tool for creating interactive E-Worksheets that cater to students' learning needs. Prior research on instructional media has demonstrated the benefits of digital tools in language learning, yet studies focusing on recount texts and their implementation in Indonesian high schools remain limited.

This study aims to bridge this gap by developing and validating an interactive E-Worksheet for teaching recount texts to X Grade students using Liveworksheets. The research follows the ADDIE model (Analysis, Design, Development, and Evaluation) to ensure a structured and effective instructional design process. According to (Budoya et al., 2019), the ADDIE model provides high-quality instructional materials that are appropriate for student use, making it a suitable framework for digital learning tools. (Spatioti et al., 2022), assert that ADDIE is particularly effective in designing interactive educational resources that can enhance student engagement. Additionally, (Sugiyono, 2016) highlights that using structured models like ADDIE in instructional design improves the quality and consistency of learning materials. Through expert validation from material, media, and pedagogic perspectives, the study evaluates the feasibility and effectiveness of the developed E-Worksheet in improving students' reading comprehension and engagement. According to (Kodrle & Savchenko, 2021), by incorporating multimedia elements such as audio, video, and interactive exercises, the E-Worksheet aims to provide a more engaging and effective learning experience compared to traditional teaching methods.

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The objective of this research is to develop and validate an interactive E-Worksheet for teaching recount texts that aligns with the Merdeka Curriculum. According to (Kasnowo & Hidayat, 2022), the Merdeka Curriculum allows teachers to innovate and utilize modern teaching tools tailored to students' needs. (Kamila & Agus RM, 2023) emphasize that technology-based instructional media should be used to make lessons more interactive and adaptable to students' learning styles. (Sumanik et al., 2023) further state that digital media are essential in modern education, ensuring that students remain engaged and motivated. The findings of this study will provide valuable insights for educators, curriculum developers, and policymakers on the potential of interactive instructional media in enhancing language learning. Furthermore, it underscores the importance of adapting teaching strategies to meet the evolving needs of students in a digital learning environment.

## 2. Methodology

This research employs a Research and Development (R&D) approach, which focuses on producing a new instructional product and testing its validity. According to (Sugiyono, 2020), R&D is a method aimed at creating and validating products to solve real-world problems through systematic steps. This study focuses on developing an interactive media E-Worksheet for teaching reading recount texts to X Grade students using the *Liveworksheets* platform. To systematically guide the development process, this research applies the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), a widely accepted instructional design framework (Spatioti et al., 2022). However, this study emphasizes four stages without Implementation, Analysis, Design, Development and Evaluation to develop the product and validate its effectiveness, which is the main objective of this study, as shown in Figure 1 below.

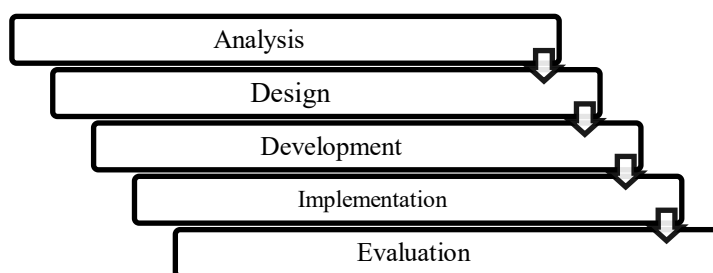


Figure 1. ADDIE Model, (Sugiyono, 2020)

### *Analysis stage*

In the analysis stage, the researcher conducted a needs analysis and curriculum analysis to identify challenges in teaching recount texts and determine the instructional requirements. The needs analysis involved interviews with an English teacher and questionnaires distributed to X Grade students, aimed at understanding student difficulties, teacher challenges, and preferences for interactive learning tools. Additionally, the *Merdeka Curriculum* was reviewed to align the product with competency indicators and expected learning outcomes for recount text materials.

### ***Design stage***

In the design stage, the researcher began drafting the structure and content of the E-Worksheet based on the results of the analysis. The E-Worksheet was designed to include essential components, such as a cover page, learning objectives, reinforcement material, and interactive exercises. Multimedia features, such as videos, audio, and images, were planned to enhance student engagement. A storyboard and flowchart were prepared to map out the logical flow and interactivity of the E-Worksheet, ensuring alignment with instructional goals. A validation checklist was also developed to guide expert evaluations in the subsequent stage.

### ***Development stage***

The development stage involved creating the initial product using the *Liveworksheets* platform, which was chosen for its ability to transform traditional worksheets into interactive digital formats. The product integrated various multimedia elements, such as text-based explanations, videos for visual learning, audio for pronunciation practice, and interactive exercises, including quizzes and drag-and-drop tasks. Once developed, the E-Worksheet was validated by three experts: a material expert, a media expert, and a pedagogical expert. The material expert reviewed the accuracy and relevance of the content, the media expert assessed the design and functionality, and the pedagogical expert evaluated its alignment with instructional objectives. Feedback and suggestions provided by the validators were analyzed and used to revise and improve the product to ensure its quality and effectiveness.

### ***Evaluation stage***

The evaluation stage involved validating the developed interactive media E-Worksheet through assessments conducted by three experts: a material expert, a media expert, and a pedagogical expert. The material expert evaluated the content's accuracy, clarity, and alignment with the *Merdeka Curriculum* standards, while the media expert focused on the design, interactivity, and functionality of multimedia elements such as videos, audio, and exercises. The pedagogical expert assessed the instructional strategies, ensuring the E-Worksheet supported student comprehension and independent learning. Each expert provided both qualitative feedback and quantitative scores using a Likert scale ranging from 1 to 4, where 1 = "Poor," 2 = "Average," 3 = "Good," and 4 = "Excellent." This is shown more clearly in the table 1. below, along with the final validity score formula that will be calculated using the formula below.

Table 1. Likert Scale category

<b>Score</b>	<b>Category</b>
4	Excellent
3	Good
2	Average
1	Poor

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Adaptation from (Sugiyono, 2020)

Once the results of the validation sheet were obtained, the values within this range were transformed into qualitative values using the validity criteria. The validity criteria were based on the formulation by (Riduwan, 2014) as shown in the table 2. below:

Table 2. Validity Criteria

The Average Score Interval	Validity Category
$3.25 \leq x \leq 4$	Very Valid
$2.5 \leq x \leq 3.25$	Valid
$1.75 \leq x \leq 2.5$	Less Valid
$1 \leq x \leq 1.75$	Invalid

Adaptation from (Riduwan, 2014)

The results from the three experts were analyzed, and the E-Worksheet was revised based on their suggestions to address areas of improvement. This evaluation ensured the final product met the criteria for accuracy, interactivity, and instructional effectiveness, making it a valid and reliable tool for teaching recount texts to X Grade students.

### 3. Result and Discussion

This study developed and validated an interactive E-Worksheet for teaching recount texts to X Grade students using Liveworksheets. The needs analysis, conducted through teacher interviews and student questionnaires, revealed that traditional teaching methods lacked engagement, necessitating the integration of interactive media. The research followed the ADDIE model and involved expert validation by material, media, and pedagogic experts. To analyze the challenges and use of media in the classroom in learning recount text, interviews were conducted with a few high school English teachers, by meeting directly 3 female English teachers from 3 different Senior High School in Pekanbaru. The interview was conducted for about 15-20 minutes with 9 semi-structured questions related to the challenge of teaching recount text and the use of technology in learning recount text.

Interviews with the English teachers revealed that students struggled to understand recount texts due to limited vocabulary and a lack of engaging instructional media. Traditional teaching methods, such as textbook-based explanations and static PowerPoint presentations, were found ineffective in sustaining student's interest. The result of the interviews shows that with technology, teachers are more helpful in teaching, efficient in terms of time, and make learning more interesting and fun for students. Liveworksheets can also increase students' reading motivation with the interesting features provided.

To analyze learning needs from the students' perspective, the researcher distributed questionnaires related to the importance of e-worksheets in learning recount text. A total of 56 students had participated in this questionnaire. The questionnaire results

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revealed that most students faced several difficulties in learning reading recount texts. The majority of students (around two-thirds) stated that they found it hard to understand the meaning of recount texts, mainly due to limited vocabulary mastery and difficulty in comprehending the sequence of events within the text. Many students also mentioned that they often felt bored and unmotivated during reading activities because the learning process relied heavily on printed textbooks and teacher explanations.

Students prefer media that can facilitate them in learning and are interesting to them. Students' preference in technology also strongly encourages the development of Liveworksheets in improving learning strategies. Student questionnaire results further confirmed a preference for technology-based learning tools that incorporate videos, audio, and interactive activities. In short, the needs analysis results indicate that students require learning materials that are interactive, visually engaging, and accessible via digital devices. They also expect media that provide audio-visual support and encourage active participation rather than passive reading. These findings became the foundation for designing the interactive E-Worksheet developed in this research. Researcher used the Merdeka curriculum as a reference in creating interactive instructional media to align with the learning achievements expected at each meeting. The following table 3. showed the learning objectives for 10<sup>th</sup> Grade recount text material based on the Merdeka curriculum.

Table 3. Learning objective

Learning Objective	
<b>Learning Outcome phrase</b>	<p>Learning Outcome Phase</p> <p>By the end of Phase E, learners use spoken, written and visual texts in English to communicate according to the situation, purpose and audience. Various text types such as narration, description, procedure, exposition, recount, report and authentic texts are the main references in learning English in this phase. Learners use English to express their wishes/feelings and discuss topics that are close to their daily lives or hot issues according to the age of the learners in this phase. They read written texts to learn something/get information.</p>
<b>Element / domain of learning outcomes phase</b>	<p>(sources: Kemendikbud)</p> <p>Reading—viewing</p> <p>After learning, students are expected to be able to:</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>✓ Comprehend the social function, overview of the recount text presented, by giving/asking for information related to personal experience.</li> </ul>

- ✓ Identify the text structure and language features of recount texts about personal experiences.
- ✓ Identify and analyze specific details and main points of the recount text.
- ✓ Present simple ideas from a variety of multimodal recount texts within the context of personal experiences.

Source: Translated from Kementerian Pendidikan dan Kebudayaan, Direktorat Sekolah Menengah Atas, 2020.

Based on the curriculum analysis, the design of the product was carefully aligned with the Merdeka Curriculum, which prioritizes learner autonomy, creativity, and contextual comprehension. During the design and development phases, the researcher employed Canva and Liveworksheets to construct an interactive and visually cohesive layout. The design encompassed essential components, including the main interface, clearly stated learning objectives, and a series of interactive exercises integrating visual, auditory, and kinesthetic learning elements. Figure 2 presents the interface and design flow of the developed Liveworksheets, illustrating the structural organization and navigational sequence of the learning activities undertaken by students.

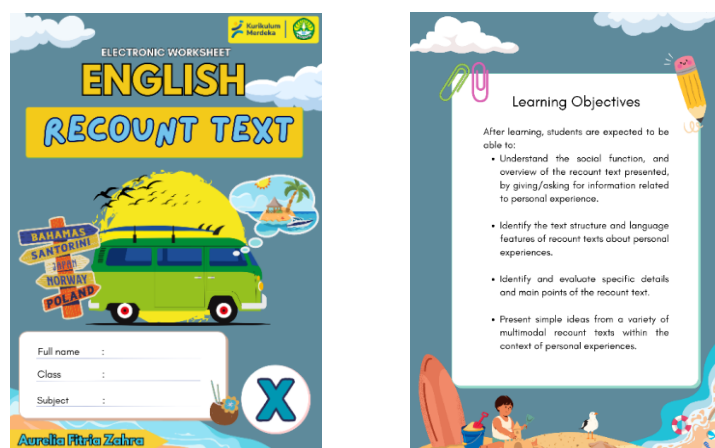


Figure 2. the interface and Design flow of Liveworksheets

In the development stage, the researcher produced the interactive E-Worksheet based on the design plan using Canva and Liveworksheets. The layout was created with a clean and attractive visual appearance to make the material easy to follow and engaging for students. All content was then transferred to the Liveworksheets platform, where various interactive features such as drag-and-drop, multiple-choice, and fill-in-the-blank tasks were added. These activities were developed according to the learning objectives of recount texts and aimed to strengthen students' comprehension of text structure, language features, and the use of past tense. Multimedia components—such as images, audio pronunciation, and short videos—were integrated to support different learning styles and create a more interactive learning experience.

During the development process, the researcher conducted several revisions to ensure technical and pedagogical quality. Internal testing was carried out to confirm that all interactive commands functioned properly and that the layout displayed consistently across devices. Minor adjustments were made to improve readability, audio clarity, and visual balance. The final version of the E-Worksheet consisted of complete sections, including a cover page, learning objectives, material explanation, interactive exercises, and a reflection page. Overall, this stage resulted in a functional, visually appealing, and pedagogically sound product that integrates visual, auditory, and kinaesthetic elements to promote independent and engaging learning as shown in this figure 3 below.

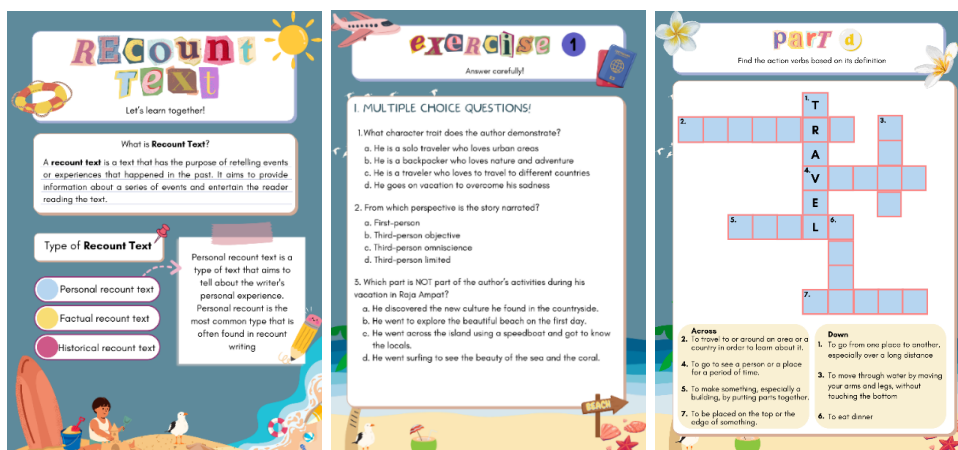


Figure 3. development interactive exercises in Liveworksheets

The implementation stage was not conducted in this research because the study was limited to the development and validation phases of the ADDIE model. The main objective was to design and develop an interactive E-Worksheet for teaching reading recount texts and to examine its feasibility through expert validation rather than classroom application. This decision aligns with the purpose of Research and Development studies, where the product must first demonstrate strong content validity, media quality, and pedagogical soundness before field testing is carried out. Although no classroom implementation took place, the practicality of the E-Worksheet was ensured through evaluations by material, media, and pedagogical experts, who provided valuable feedback for revision and improvement. The validation process involved three experts who assessed the E-Worksheet based on content, media design, and pedagogical effectiveness using a Likert-scale questionnaire (1-4). The results are presented in Table 4.

Table 4. Validation Result

Validation Aspect	Criteria Assessed	Average Score	Final Score
Material expert validation	Suitability with Curriculum.	3.8	3.95
	Comprehensiveness.	4	
	Compatibility with current Technology.	4	
	Legibility	4	
	The benefit of media.	3.67	3.52

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<b>Media expert validation</b>	The media design	3.5	
	The operation of media.	3.4	
<b>Pedagogic expert validation</b>	Content Quality	3.5	3.79
	Pedagogical Design.	4	
	Usability and Technical Quality	3.67	
	Overall Effectiveness	4	

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The evaluation stage was carried out through an expert validation process to determine the accuracy, quality, and feasibility of the developed E-Worksheet. Three experts were involved in assessing the product: a material expert, a media expert, and a pedagogical expert. Each expert used a validation sheet with a four-point Likert scale ranging from “poor” to “excellent.” The assessment focused on three main aspects—content and material relevance, design and media functionality, and pedagogical appropriateness. The quantitative results revealed that the material expert obtained a mean score of 3.95, the media expert 3.52, and the pedagogical expert 3.79, indicating that all aspects fell into the “very valid” category.

Expert also provided qualitative feedback to improve the product’s clarity and usability. The material expert suggested minor revisions to ensure that examples of recount texts were suitable for the tenth-grade level and aligned with the curriculum standards. The media expert recommended adjustments in the color contrast, the addition of clear navigation buttons, and brief user instructions on the cover page to enhance accessibility. Meanwhile, the pedagogical expert advised simplifying instructions and refining the task sequence to build comprehension gradually. All recommendations were implemented in the revision process, resulting in a more polished and user-friendly product. Overall, the evaluation confirmed that the interactive E-Worksheet met the criteria of a valid and feasible instructional medium. It is therefore ready to be used or tested in classroom contexts to further measure its practicality and effectiveness in improving students’ reading comprehension of recount texts.

The material expert confirmed that the recount text content was accurate, clear, and aligned with the *Merdeka Curriculum* objectives. The media expert highlighted the product's effective integration of multimedia features—such as videos, audio, and interactive exercises—which enhanced user engagement. Similarly, the pedagogical expert emphasized the instructional quality, noting that the E-Worksheet effectively supports student-centered and independent learning. These findings align with research by (Ha Le & Prabjandee, 2023), which demonstrated that E-Worksheets enhance student engagement through interactive features, and by (Djamas et al., 2018), who found that multimedia instructional tools significantly improve critical thinking and comprehension skills.

The study’s findings further highlight the limitations of traditional teaching methods, such as reliance on textbooks or static PowerPoint slides, which often fail to engage students. This supports the research of (Haryati et al., 2023), who argued that interactive instructional media improve the learning process by providing dynamic and stimulating materials. Compared to (Novela, 2022), who developed interactive media for narrative texts, this study adds a new contribution by focusing

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on recount texts and utilizing *Liveworksheets* to make exercises accessible and engaging for students.

Moreover, the integration of multimedia elements in this research, such as audio for pronunciation practice and videos for content visualization, reflects the advantages of interactive media outlined by (Gunawan et al., 2023). They emphasized that multimedia-rich tools provide varied ways for students to process information, thereby improving comprehension and learning outcomes. This study confirms that incorporating such features helps address learning difficulties, such as understanding new vocabulary and engaging with recount text materials. In comparison to previous findings, this research demonstrates the practical benefits of using *Liveworksheets* as a platform for developing interactive instructional tools. The tool not only increases student motivation but also facilitates teachers in implementing innovative and efficient teaching methods. The results suggest that the interactive E-Worksheet supports the *Merdeka Curriculum's* objectives by fostering independent, active, and technology-driven learning, as also noted by (Kasnowo & Hidayat, 2022).

Despite its promising outcomes, the study also recognizes certain limitations. The absence of the implementation stage means that the product's effectiveness in improving students' reading achievement has not yet been empirically tested in classroom settings. Therefore, future research is encouraged to conduct classroom trials to measure the product's impact on learning outcomes, motivation, and usability from both teachers' and students' perspectives. Nevertheless, the present validation results provide strong preliminary evidence that the developed E-Worksheet is feasible, relevant, and ready for application in real teaching contexts. Overall, this research contributes to the development of innovative and interactive learning media that respond to the evolving demands of twenty-first-century education. By addressing challenges in teaching recount texts, this study provides an innovative solution that improves engagement and comprehension, supporting both students and teachers in achieving better learning outcomes.

#### **4. Conclusion**

This research successfully developed and validated an interactive E-Worksheet for teaching recount texts, demonstrating its effectiveness in enhancing student engagement and comprehension. The study answered its objectives by showing that integrating multimedia elements in instructional media significantly improves learning experiences. The findings suggest that technology-based learning tools can bridge the gap between conventional teaching limitations and modern educational demands. This research contributes to the field of education by providing an innovative approach that aligns with the *Merdeka Curriculum*, fostering independent learning and motivation among students. Future studies could explore its application to different text types and subjects, ensuring its adaptability to diverse learning environments.

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