Developing English Writing Worksheet Using Cici App for Teaching Procedure Text of Seventh Grade Students

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Abstrak

Lembar kerja merupakan alat pembelajaran yang meningkatkan motivasi siswa dan membantupemahaman materi melalui visual. Penelitian ini bertujuan mengembangkan lembar kerja yang memenuhi kebutuhan siswa kelas VII dalam menulis teks prosedur. Penelitian ini menggunakan *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi dan evaluasi. Data penelitian ini berasal dari wawancara guru, modul pengajaran, buku paket dan analisis kebutuhan siswa. Hasilnya menunjukkan bahwa siswa masih berada pada level dasar Bahasa Inggris, dengan kekurangan dalam pemahaman tata bahasa dan kosakata. Mereka menganggap tata bahasa dan aktivitas menulis sulit. Siswa membutuhkan media menarik dengan topik makanan, buku berwarna dominan biru, serta gambar bergaya kartun. Semua aspek ini digunakan untuk mengembangkan Lembar Kerja Penulisan Bahasa Inggris. . Lembar kerja tersebut divalidasi oleh pakar materi dan pakar media juga oleh persepsi siswa. Rata-rata dari validasi ahli material adalah 95,82%, dari lembar validasi ahli media peneliti mendapatkan 96, 43% keduanya dikategorikan sebagai "sangat baik. Berdasarkan kedua validasi tersebut, lembar kerja termasuk dalam kategori "sangat baik", artinya cocok digunakan oleh guru dan siswa sebagai media pembelajaran pendukung. Terakhir, dari persepsi siswa, lembar kerja penulisan bahasa Inggris juga dikategorikan "sangat baik" dengan rata-rata 93,73%. Ini menunjukkan bahwa "lembar kerja penulisan bahasa Inggris menggunakan aplikasi Cici untuk teks prosedur pengajaran kepada siswa kelas VII" ditemukan menarik oleh siswa. Dengan bahasa yang lebih sederhana dan desain yang menarik serta mudah dipahami, lembar kerja yang dikembangkan berhasil meningkatkan minat siswa dalam belajar.

Kata Kunci: cici App, lembar bahasa Inggris, teks prosedur

Abstract

Worksheets are learning tools that enhance student motivation and aid material comprehension through visuals. This study aims to develop worksheets that meet the needs of seventh-grade students in writing procedural texts. The research employs Research and Development (R&D) using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research data were obtained from teacher interviews, teaching modules, textbooks, and student needs analysis. The results indicate that students are still at a basic level of English proficiency, with deficiencies in grammar and vocabulary understanding. They find grammar and writing activities difficult. Students require engaging media with food-related topics, books with a dominant blue colour scheme, and cartoon-style illustrations. All these aspects were utilized to develop the English Writing Worksheets. The worksheets were validated by subject matter experts and media design experts, as well as through student perceptions. The average validation score from the subject matter expert was 95.82%, while the media design expert validation yielded 96.43% - both categorized as "Excellent." Based on these validations, the worksheets fall into the "Excellent" category, meaning they are suitable for use by teachers and students as supplementary learning media. Finally, student perceptions also categorized the English writing worksheets as "Excellent" with an average score of 93.73%. This

demonstrates that the "English writing worksheets using the Cici Application for teaching procedural texts to seventh-grade students" were found to be engaging by students. With simpler language, attractive design, and ease of understanding, the developed worksheets successfully increased student interest in learning.
Keywords*: cici app, English worksheet, procedure text.*

Introduction

Writing is the activity of producing readable and comprehensible words (Yulitriana et al., 2022). It serves as a non-verbal medium for sharing ideas and knowledge. The ubiquity of writing in all aspects of life—evident in newspapers, magazines, textbooks, brochures, and food packaging—underscores its significant role and benefits, confirming why this skill must be mastered. However, despite the ease of finding texts, producing them is challenging, especially in English. Effective English writing requires a proficient command of the language.

One of the fundamental skills outlined in the English curriculum for teaching writing at high schools in Indonesia is the capacity for students to articulate their thoughts in the form of procedural texts (Dewi et al., 2023). Procedural text is a genre that guides on performing specific tasks (Afandi, 2020), detailing how a task is completed through a series of steps (Ameliah et al., 2019), or explaining the process of achieving something through a series of actions (Widayanti et al., 2019). Based on the document analysis of student's English textbooks, it is shown that in English learning in grade VII, students and teacher used English package books designed with the Merdeka curriculum. The English for Nusantara package book for VII grade students contains five chapters. The chapters discus about me, culinary and me, home sweet home, my school activity, and this is my school. Each chapter provides an audio and exercise book that can help students hone their English skills. Although it looks interesting but it seems that students have not mastered writing activities, they still have difficulty writing long English sentences. From the image in the seventh grade Merdeka curriculum textbook, the researcher found that the student's task is to match the pictures with the related text and then arrange them in the correct order. The use of the sequence-picture in the book can help students determine the English language from the pictures

shown, but unfortunately, it does not allow students to write sentences that correspond to the pictures. This is the gap in the book that the researcher decided to develop to make it more beneficial for students. The result of observing the existing book was then supported by the results of the researcher's interview with the VII grade English teacher at the related junior high school. The teacher said that the main learning models used are conventional learning models and project-based learning models. The conventional learning model is used so that teacher can master the class and deliver material, and rules in the classroom to direct learning. The weakness of this conventional learning model is that students become passive in class because they have little involvement in it. The project-based learning model is used so that students can practice both at school and at home about the material taught at that time. The project-based learning also has weaknesses, it lies in the priority role of the teacher who is required to be creative, and requires adequate facilities, equipment and materials to involve all students in group work (Sunita et al., 2019). In the learning process, students still had many challenges in writing English. Teacher gives them the freedom to express their thoughts through writing in procedure text but some of them do not feel interested, the students easily get bored because the learning media cannot hold their attention for long periods. Another issue they face is difficulty in mastering grammar, such as the use of prepositions and tenses.

Learning procedures cannot be disconnected from learning media it is because learning media is a tool in learning that contains specific learning materials as a learning resource (Pratama et al., 2020). According to Sapriyah (2019), instructional media is one of the methods or tools used in the teaching and learning process. The main function of learning media has an important function to attract students' interest in

the learning material presented (Wulandari et al., 2023). In line with this statement, Zaini & Dewi (2017) reveal that a learner needs an intermediary, commonly known as instructional media, where with the presence of instructional media, teachers can redirect students' attention, so they do not quickly become bored and tired in the teaching and learning process. Using learning media is expected to help students achieve their learning goals more effectively. Worksheet are recommended for learning media during the process (Andhani et al., 2021). Worksheet is one of the teaching materials used to support learning activities (Marhadi et al., 2023). These worksheets significantly assist teachers in effectively delivering knowledge to their students (Mahsunah & Shobah, 2022). Worksheets are visual media that play an important role in the learning process. Musfiqon, (2012) explains that visual media, such as pictures, can be enjoyed anywhere and can provide a broader explanation compared to words alone. In this study, the researcher uses visual media in the form of pictures in a sequence. Azizah (2021) says sequence picture plays an important role in the learning process to increase students' motivation in learning writing, especially writing procedure texts. With pictures, students can more easily visualize the steps required in a process, thereby helping them understand procedures more clearly and in depth. Sequence picture is also very beneficial for students who have a visual learning style, because they can understand the material presented more quickly and effectively. The use of sequence picture will create an interactive and interesting learning experience. Ramadhani et al. (2017) says that "because picture sequences contain a story or a sequence of events, they can help students to generate and develop their ideas". From this statement we can conclude that by involving students directly through picture, teacher can create a livelier classroom atmosphere and encourage students' participation in learning to write. Now, with the advancement of technology, pictures can be designed using artificial intelligence (AI).

Currently, Indonesia has entered the era of Industry 4.0, where technologies like AI are being implemented in various fields, including education. AI is a technology that can process data faster than human data processing speed. The utilization of AI in writing education can provide advantages for students and efficiency for teachers. Garg & Sharma (2020) explain that AI has a tremendous impact in the pedagogical field. Through the application of AI in honing writing skills, students can practice developing words through AI-generated images with more engaging visuals, which is expected to increase students' intensity in learning. AI that can meet students' needs in this regard is Cici App. Cici App is an application that can create visually appealing images that can be customized according to the user's preferences through appropriate prompts. Based on this, it can be concluded that the Cici App can provide captivating visuals that are expected to enhance students' interest in learning and capture their attention, preventing them from getting bored. Based on the previous explanations, the researcher found supporting research for this study. A scientific work in (Banjarnahor et al., 2023) there is a significant change in students' scores using the visual picture sequences. Students demonstrate a greater interest in participating in learning and utilizing this media. Enthusiasm and willingness to write and complete assignments overall have significantly increased (Marbun et al., 2024). Students give positive feedback given from students through the use of picture media in writing teaching (Widyaningrum & Octavita, 2019). The picture series can stimulate the students' process of thinking and imagination to write the assigned text, and can help them arrange and develop ideas in writing it also promotes students' engagement and participation (Erniwati et al., 2022). Based on the explanations provided, the researcher then chose the title "Developing English Writing Worksheet using Cici App for Teaching Procedure Text of seventh Grade Students".

This research is expected to provide both theoretical and practical contributions. Theoretically, this research can serve as a reference for students in studying writing, especially through sequence pictures. In addition, this research can add to the research references in the field of English Education in writing skill. Practically, this study contributes to improving teaching practices by providing a validated, practical, and effective textbook that can be used by both teacher and students in the classroom. For teachers, the developed writing learning media can provide alternatives that can improve the quality of learning for students and adding variations to learning media in teaching English. For students, increasing motivation to learn English especially in writing procedure text and helping students find learning alternatives and understand the material of procedure text in an

interesting form. For researcher to gain experience and knowledge about developing writing materials for students especially through sequence picture for VII grade students and a reference for researchers to develop teaching materials especially for writing material through sequence picture to minimize boredom in learning.

Method

This research was conducted using the research and development (R&D) method with ADDIE model including Analysis, Design, Development, Implementation and Evaluations. The product development in this research is in the form of exercise worksheet for students writing. At the analysis stage, the researcher identifies needs by conducting interviews with teacher and students to find out the problems, material needs, and suitability of the curriculum with the teaching materials to be developed. The design stage is carried out through 3 stages, namely choosing the AI product, selection format, first design which includes the preparation of the book content framework, the formulation of learning objectives, the determination of basic competencies, and the strategy of presenting the material according to the characteristics of the students. Development stage, the initial draft of the textbook is prepared, equipped with illustrations, practice questions, and interactive learning activities. The resulting product is then validated by experts consisting of material experts, linguists, and media experts to obtain input and assessment related to the feasibility of content, language, and display. The implementation stage, the researcher implemented the developed worksheet with Grade VII students at the relevant middle school and introduced the designed worksheet to the students, they tried to create a sentence for each image and learned new vocabulary. The evaluation stage is the stage of assessment carried out after the product has been implemented. The worksheet's feasibility assessment comes from subject teacher as material experts, lecturers as media experts, and students.

The data collection techniques in this study included classroom observation, interviews with subject teacher, and student needs analysis questionnaires to design a book that aligns with learners' needs. The data sources in this research consisted of English teacher, students, and validators, which included both material experts and media experts. The research sample was 30 seventh-grade students, selected through purposive sampling based on the relevance to the material being developed. Other subjects involved in this study are English teacher as a material expert and 1 lecturer as a media expert. In this study, observation, interview and questionnaire methods were carried out. With an instrument in the form of a questionnaire, a validity test is carried out to determine the feasibility and suitability of the product with the material. The questionnaire will be assessed by calculating the average score using the Likert scale. Data analysis is carried out by determining the score of each validator and finally providing a valid assessment using a percentage assessment procedure. Through these stages, this study aims to produce worksheets that are engaging, feasible, and effective for both students and teachers to use in the learning process.

Results and Discussion

Media development research is carried out by following 5 stages of development in the ADDIE model. Here were the results of each stage of development. The first stage of development is the Analysis stage. The Analysis stage is the initial stage carried out by the researcher to find supporting information that can be used to develop the product. At this stage, a preliminary analysis, students' analysis, analysis of the Merdeka Curriculum Teaching Module, analysis of the Students English Learning Textbook, and Student need analysis. Preliminary analysis done for identify problems encountered by the school community in English language learning. The preliminary analysis was conducted by interviewing English teacher who teach Grade VII. The results showed that both students and teachers needed supplementary media that could capture the students' attention. The second is students' analysis. The student's analysis was conducted by selecting a class that aligns with the issues identified during the interviews. The Analysis of the Merdeka Curriculum Teaching Module was carried out to find materials that could be used as the main topic in the worksheet to be developed. The analysis of the students' textbook aimed to identify the main topics to be used in the worksheet. The researcher found that the "procedure text" topic in the students' textbook has sections that could be further developed. The following is the snippet of

a picture in the student's English Textbook.

The image above is a sequence-picture found in the seventh-grade student book in chapter two at SMP. From the image, it can be seen that the pictures in the book are arranged irregularly or without a specific order. The students' task is to match the images with the provided text and then number them according to the correct sequence. However, a limitation is that students are not given the opportunity to write a sentence in English that matches the images. This is the aspect that the researcher aimed to develop further. The last, Student need analysis is the next step to identify the students' preferences regarding the developed worksheet by conducting a student needs analysis through a questionnaire. In this needs analysis, the population consisted of 30 students, with 15 questions.

Based on the analysis of students' needs, it can be concluded that the worksheet the researcher develops consider several factors: the students' English proficiency is still at a lower (basic) level, they find it difficult to apply grammar and lack vocabulary knowledge, they have limited writing skills but want to be able to form sentences in English. For students, grammar is challenging, and writing activities are hard. They need new and engaging media, visual learning tools that are effective for working with their seatmates, colorful designs mainly in blue, cartoon-style images, and topics related to food. All of these aspects will be taken into account when creating the worksheet.

After obtaining the results of the analysis of student needs, the research continues at the Design stage which involves gathering ideas and implementing the results of the student needs analysis. This English Writing Worksheet product is made with graphic design tools, but the entire picture attached is the result of the Cici App, as the main application for generating sequence pictures
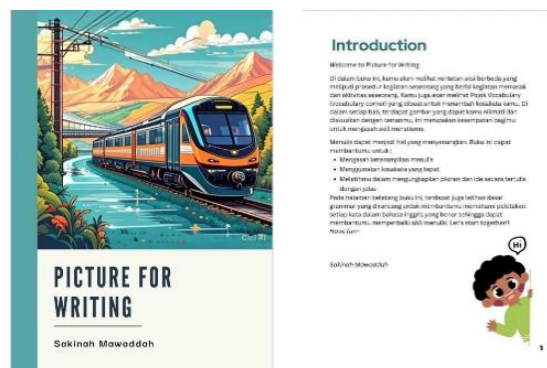
Picture 1. First design

After the design stage is completed, the researcher conducts an initial test of the product to content experts and media experts. The results of the initial test then became a consideration for the researcher to further carry out the third stage, namely the Development stage. The stages of media development are carried out by implementing input from validators. The results of media development after receiving input from validators can be seen in figure 2
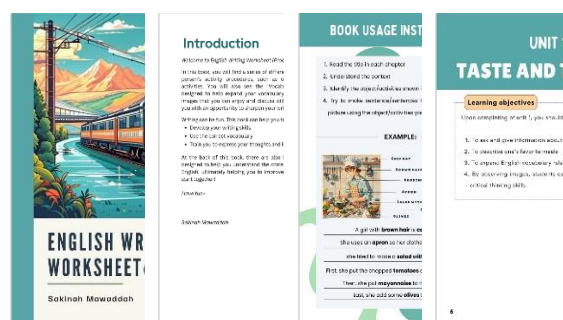
Picture 2. Media development results

After the media is developed, the research continues in the fourth stage, namely the Implementation stage. In this stage, the researcher implemented the developed worksheet with Grade VII students at the relevant middle school. The researcher introduced the designed worksheet to the students under the researcher's guidance, tried to create a sentence for each image and learned new vocabulary.

The fifth stage is the Evaluation stage. After the media has been developed and a test of application has been carried out in the classroom, the research continues to the validity test stage. Validity tests are carried out to determine the level of product validity from the research results. The validity test of English writing worksheet was carried out by 3 validators, namely 1 English Education teacher as a material expert, 1 lecturer

as a media expert and 30 students for students' perceptions assessment. The results of the validity assessment based on the aspect can be seen in the following table.

Table 1. Validation results by material experts

Assessment Aspect	Material Experts	
	Validation	Criteria
Curriculum	93,3	Excellent
Presentation	90	Excellent
Linguistic	100	Excellent
Contextual	100	Excellent
Average	95,82	Excellent

Table 2. Validation results by media experts

Assessment Aspect	Media Experts	
	Validation	Criteria
Format and Layout	100	Excellent
Linguistic	96	Excellent
Utility	93,3	Excellent
Average	96,43	Excellent

Table 3. Validation results by Students' perception

NO	Name	Validation	Criteria
1	DP	92	Excellent
2	MS	100	Excellent
3	SC	94	Excellent
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30	MFA	92	Excellent
	Average	93,73	Excellent

Three types of validation were conducted to assess the feasibility of the developed worksheet. These validations included material validation, media validation, and validation by Grade VII students. The results from the material expert's validation were rated in the "Excellent" category. Based on these scores, it can be concluded that each aspect was rated very well, with no suggestions provided by the material expert. Secondly, media validation was conducted, which received an overall average score of 96.43%. This validation was based on three aspects: format and layout, linguistic, and utility. The results were as follows: 100% for format and layout, 96% for linguistic, and 93.3% for utility. Based on these scores, it can be concluded that each aspect was rated as "Excellent." However, the media expert provided

some suggestions to the researcher, including changing the title, modifying the language in the introduction, and adjusting the vocabulary to align with the theme of each chapter. Thirdly, validation from students' perceptions was conducted. A total of 30 Grade VII students were given a questionnaire consisting of 15 questions. The results showed that 93.3% of the students considered the English writing worksheet to be in the "Excellent" category, while the remaining students rated it as "Good." However, the overall average score placed the English writing worksheet in the "Excellent" category. Based on the three validations above, it can be concluded that the worksheet has been created according to the needs of students and teacher and can be applied to the relevant schools.

The primary goal of learning English is to master various skills, including speaking, listening, reading, and writing. Writing is a skill that involves producing text that can be read and understood by others (Yulitriana et al., 2022). Based on the results of the analysis, it was found that students had difficulties in learning English writing, so the researcher assessed that the use of media was the solution to this problem. This is in accordance with the statement of Widyaningrum & Octavita (2019) students give positive feedback through the use of picture media in writing teaching. Thus, this study focuses on the development of an English writing worksheet using the Cici App to teach procedure text in the seventh grade

The English Writing Worksheet was designed using multimedia applications with AI, specifically the Cici App. Cici App is an attractive application developed by the company SPRING (SG) PTE.LTD that provides its users with an experience that can help solve their problems in any form. This application is very user-friendly and thus suitable for anyone. Cici claims that the content it produces is of high quality and can produce plagiarism-free content. Its presence should be utilized to help students improve their writing skills and useful for everyone including teachers who need interesting images or anything without plagiarism.

Before selecting the instructional materials to be employed in this study, the researcher conducted preliminary investigations at the designated schools through interviews and a student needs analysis. The findings from this analysis reveal several essential considerations for the development of the proposed worksheet.

The target students exhibit a basic level of English proficiency and face challenges in applying grammatical structures and expanding their vocabulary. Their writing skills are limited, although they express a clear interest in learning how to construct sentences in English. Grammar and writing tasks are commonly perceived as difficult, which suggests a need for more accessible and engaging instructional approaches.

Additionally, the analysis highlights students' preference for innovative and visually appealing learning materials that support collaborative work. Specific preferences include the use of colourful, predominantly blue-themed designs, cartoon-style illustrations, and content cantered around familiar topics such as food. These insights will serve as a foundational reference in the design and development of the worksheet, ensuring that it aligns with both the learners' needs and their interests.

After conducting the analysis, the researcher continued by conducting a design stage that was adjusted to the results of the analysis of student needs, at the design stage the researcher also asked for an assessment from media experts and material experts in the form of suggestions for better development. The suggestions given are then realized by the researcher through the development stage. The fourth stage is the implementation stage where the product that has been developed is implemented into the English learning process in the related school, at this stage students are given the opportunity to use worksheets and experience learning using worksheets on procedural text materials. The last stage, namely the Evaluation stage, here the researcher receives assessments and suggestions from experts as well as assessments in the form of perspectives from students towards this worksheet.

Following the validation process conducted by subject matter experts namely English teachers the developed worksheet was evaluated across several key criteria. The curriculum alignment aspect received a score of 93.3, indicating an "excellent" level of suitability with the current educational standards. The presentation component, which assessed the organization and clarity of content delivery, was awarded a score of 90, also categorized as "excellent." In terms of language use, the worksheet achieved a perfect score of 100, demonstrating that the language employed is clear, appropriate, and effectively supports comprehension. Similarly, the contextual relevance of the material, referring to its alignment with students' real-life experiences and academic context, also received a perfect score of 100. These scores resulted in an overall average of 95.82, signifying that the content-related aspects of the worksheet are of exceptionally high quality.

In parallel, the worksheet was also assessed by a media expert to evaluate the quality of its design and usability as a digital learning resource. The format and layout were rated at 100, indicating excellent visual organization and user-friendly navigation. The linguistic format, which refers to the clarity and appropriateness of instructional texts and interface language, received a score of 96. Usability, which evaluates how intuitive and accessible the media is for both teachers and students, was given a score of 93.3. These results produced an overall average of 96.43%, which also falls under the "excellent" category.

Based on the combined findings from both material and media validation, it can be concluded that the English writing worksheet designed using the Cici Application and intended for teaching procedural texts to seventh-grade students is highly appropriate for use as a supplementary learning resource, particularly within the junior high school context. The worksheet uses language that is simple, clear, and easy to understand, which helps students follow the instructions and grasp the material more effectively. The choice of words and sentence structures is appropriate for the students' level, making it accessible even for those with basic English skills. This allows learners to focus more on the content without being overwhelmed by complex language.

In terms of content, the worksheet shows a strong connection to the learning objectives set out in the curriculum. The material is relevant to the students' needs and daily lives, and the activities provided are accurate and appropriate for their level. This ensures that the worksheet not only supports the development of writing skills but also encourages meaningful learning that is in line with what students are expected to achieve in the classroom.

From the perspective of media development, the worksheet has been designed to be visually attractive and engaging for students. The use of colour, layout, and illustrations is carefully chosen to capture students' attention and make the learning process more enjoyable. In

addition, the design is structured in a way that supports learning, helping students to stay focused and motivated. Overall, the worksheet is well-developed both in terms of content and presentation, making it a suitable and effective learning tool for junior high school students.

Conclusion

This study concludes that *English Writing Worksheet* using the Cici Application to teach procedural texts to grade VII students has been successfully developed. This learning medium has a high level of validity, which belongs to the category of "excellent" and is worthy of further use according to experts. It can be concluded that the Development of English Writing Worksheet Using Cici App for Teaching Procedure Text in VII Grade Students has been successfully developed. The creation of worksheet for VII grade students is considered to be able to provide a good effect on students as seen from the students' interest in the media. This interest is expected to make it easier for students to remember and understand information well and easier for teacher to achieve learning goals. The development of similar media for other procedural text materials is also suggested to help teachers and students in understanding English, especially in procedural text materials.

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