

DEVELOPING WEB-BASED MEDIA TO TEACH WRITING PROCEDURE TEXT FOR SEVENTH GRADERS

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Abstract

Writing is a fundamental skill in English as a Foreign Language (EFL) instruction; however, it remains a demanding task for many junior high school students, especially when composing procedure texts. Learners often struggle to sequence steps coherently, choose suitable imperative verbs, and use accurate grammatical forms. These difficulties are further intensified by the continued reliance on traditional learning media, which typically offer minimal scaffolding and limited opportunities for interaction. Therefore, innovative and student-centered learning media are essential to support the Merdeka Curriculum, which promotes active and independent learning. This study aimed to develop a web-based learning media to support the teaching of writing procedure texts for seventh graders and to examine its validity and practicality. The study employed a Research and Development (R&D) design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The needs analysis was conducted through questionnaires and interviews involving an English teacher and seventh-grade students. The developed media was validated by an English material expert, a media expert, and a teacher as practitioner validator, and subsequently implemented in a limited classroom try-out. The findings indicated that the media met the criteria for the 'good' and 'very good' categories of content suitability, instructional design, language use, and media usability. The try-out results also indicated positive responses from both students and the teacher regarding the practicality and ease of use of the media in writing instruction. The developed media was found to be valid and practical to support guided writing instruction for seventh graders. Therefore, the web-based learning media can be considered a valid and practical instructional medium for teaching writing procedure texts to seventh graders in accordance with the Merdeka Curriculum.

Keywords: web-based learning media, writing instruction, procedure text, junior high school students, ADDIE model

INTRODUCTION

Writing is one of the essential language skills in English as a Foreign Language (EFL) learning, as it enables students to express ideas, organize thoughts, and communicate meaning in written form. In the Indonesian EFL context, writing plays a crucial role because students have limited exposure to English outside the classroom, making formal instruction the primary space for developing writing competence ((Hapsari, 2022; Shofi, & Masruroh, 2024). Nonetheless, junior high school students frequently view writing as the most challenging skill for junior high school students due to limited vocabulary, grammatical difficulties, and low confidence in expressing ideas (Palanisamy & Abdul Aziz, 2021).

Beyond simple transcription, writing is a complex cognitive process that requires planning, drafting, revising, and editing to produce coherent and effective texts (Brown, 2003). This process demands not only linguistic expertise but also the ability to generate and organize ideas, making it integral to overall language proficiency. Moreover, writing integrates with other language skills such as listening, speaking, and reading. Forming an interconnected framework that enhances comprehensive language acquisition (Harmer, 2004; Malek, 2025). As Ramesh Chandra Pradhani (2025) emphasizes, employing the four skills

together significantly elevates learning outcomes, given the strong correlations between them, such as reading, informing writing and listening supporting oral expression.

Additionally, writing fosters critical thinking, analytical abilities, and inventive expression. Through writing, individuals learn to structure arguments, evaluate evidence, and innovate solutions, transforming abstract concepts into concrete forms (Hyland, 2003; Karmaker & Al Hasan, 2025). This cognitive dimension is vital in EFL settings, where students must navigate cultural and linguistic differences to convey meaning effectively. In various writing forms, including functional texts such as procedures, students practice real-world applications, from descriptive narratives to instructional guides, which build genre-specific competencies (Rivera & Bacus, 2023). Such competencies equip learners for diverse communicative purposes, aligning with the demands of modern education.

Under the Merdeka Curriculum, writing pedagogy at the junior high school level emphasizes student-centered learning, purposeful exercise, and the integration of digital learning media (Rahman et al., 2023). Seventh-grade students are expected to understand and produce various functional texts, including procedure texts, which require students to organize steps logically, use appropriate imperative verbs, and apply correct language features (Astrid et al., 2023). Procedure text is considered an important genre because it trains students to write instructions related to everyday activities, such as recipes or simple operational guides, thus bridging language learning with real-life contexts (Aditia et al., 2023).

Despite these expectations, classroom practices often reveal a gap between curriculum objectives and instructional implementation. Many English teachers still rely on conventional learning media such as textbooks, worksheets (LKS), and slide presentations when teaching writing skills (Puspitaloka et al., 2022). These media provide limited scaffolding and interaction, which are essential for supporting students during the writing process (Adam et al., 2021). Consequently, learners commonly face difficulties organizing procedural steps, and maintaining motivation during writing activities.

Previous studies have indicated that the use of interactive and web-based learning media can enhance students' engagement and motivation in writing classes. Web-based media allow the integration of visual support, structured explanations, and interactive exercises that can guide students step by step in composing texts (Novia et al., 2024; Satrio & Susilawati, 2022). Moreover, web-based learning environments support independent and flexible learning, which aligns with the principles of the Merdeka Curriculum and the characteristics of digital-native learners (Safitri & Rahim, 2024).

However, web-based learning media specifically designed to support guided writing of procedure texts for seventh graders are still limited. Most existing digital platforms focus on reading comprehension, vocabulary, or general grammar exercises, while structured writing support for functional genres at the junior high school level remains underdeveloped. This condition indicates the need for instructional media that not only present materials but also actively scaffold students' writing processes.

Therefore, this study aims to develop a web-based learning media to support the teaching of writing procedure texts for seventh graders and to examine its validity and practicality. Adopting a Research and Development (R&D) methodology through the ADDIE framework, this study is expected to provide a pedagogically sound and practical instructional medium that supports guided writing instruction and student-centered learning in accordance with the Merdeka Curriculum.

METHOD

This study employed a Research and Development (R&D) design to create and assess a web-based instructional tool for teaching seventh-grade students in writing procedure texts. The development followed the ADDIE model (Branch, 2009), which includes five stages: Analysis, Design, Development, Implementation, and Evaluation.

Figure 1. Stages in Media Development Using the ADDIE Model (Branch, 2009)



This model was chosen for its systematic and flexible approach in creating instructional media aligned with learners' needs and curriculum objectives. The focus was on assessing the media's validity and practicality, rather than experimental effectiveness testing.

The research was conducted at UPT SMP Negeri 11 Gresik during the second semester of the academic year, involving one English teacher and seventh-grade students. The try-out involved 32 students from one intact class, with the teacher serving as both informant during needs analysis and practitioner validator.

Data were collected using multiple instruments tailored to each ADDIE stage. Needs analysis utilized a semi-open questionnaire for the teacher (covering instructional practices, student difficulties, and media expectations) and a Guttman-scale (Yes/No) questionnaire for students (identifying writing challenges, media preferences, and interest in web-based tools). A semi-structured interview guide was used to explore the teacher's teaching strategies and perceptions of digital media, generating data that supported the interpretation of the implementation process. In addition, an observation checklist documented classroom behaviors during the try-out to capture students' engagement and interaction with the developed web-based materials. Validation employed separate forms for the English material expert (content and language), media expert (UI/UX and technical aspects), and teacher validator (instructional practicality). Post-try-out evaluation used questionnaires for students (usability and engagement) and the teacher (practicality in classroom use).

The procedures aligned with the ADDIE progression: Analysis compiled needs data through questionnaires, interviews, and observations to shape content and functionalities; Design outlined a blueprint encompassing goals, architecture, and navigation; Development built and refined the tool based on validator input; Implementation executed a restricted pilot; and Evaluation gathered feedback to determine validity (through expert valuation) and practicality (through user responses).

Data from validation and evaluation instruments underwent descriptive analysis, with scores transformed into percentages and classified. The results are interpreted based on the following criteria: 81–100% (Excellent/Valid), 61–80% (Good/Valid), 41–60% (Fair/Needs Revision), and 0–40% (Poor/Invalid). Data from interviews, open-ended survey items, and observations were condensed, thematically grouped, and descriptively interpreted to cross-validate and deepen the results.

FINDINGS AND DISCUSSION

Findings

This section presents and discusses the findings of the study, covering the results of the needs analysis, expert validation, and product try-out. The discussion focuses on interpreting the findings in relation to previous studies and theoretical perspectives on teaching writing through web-based learning media.

Needs Analysis Results

The needs analysis phase identified key challenges faced by seventh-grade students in writing procedure texts, including difficulties in logically organizing procedural steps, selecting appropriate imperative verbs, and applying correct grammatical structures. These issues were consistently reported across multiple data sources: student questionnaires (agreement rates 78–87.5% on organization, vocabulary, and grammar difficulties), teacher questionnaires, semi-structured interviews, and classroom observations.

Conventional instructional media (textbooks, worksheets/*LKS*, and PowerPoint slides) dominated classroom practices, providing only basic explanations with limited scaffolding, interaction, or visual support. This contributed to low student motivation and engagement during writing activities.

Students showed a strong preference for interactive, visual, and bilingual digital media, with high agreement (78–82%) on the need for features such as interactive quizzes, vocabulary lists with translations, guided writing templates, step-by-step visuals, and mobile-friendly access.

The following table summarizes the question aspects and the average responses from 32 students.

Table 1. Needs Analysis Summary

Aspect	Key Indicator	Agreement (%)
Writing Difficulties	Students experience difficulties in writing procedure text (organization, vocabulary, grammar)	78–87.5
Learning Media Use	Teachers rarely use digital media in writing instruction	75
Media Preference	Students prefer visual and interactive learning media	87.5
Web-Based Learning	Students are interested in learning procedure text through a website	78
Learning Features	Students expect interactive quizzes, vocabulary lists, and guided writing templates	81–82

The English teacher confirmed that limited vocabulary was one of the main obstacles during writing activities. The teacher explained that students often struggled to choose suitable words and required additional support such as dictionaries, visual aids, and simplified language input. As stated in the interview:

“Usually, students find it difficult to choose words. Their vocabulary is limited, sometimes it is mixed with Indonesian if they are not allowed to open the dictionary.”

This suggests that students need structured scaffolding and language support when composing procedure texts, especially at the beginner level of junior high school.

Based on the needs analysis, several essential features were identified as necessary for the developed media. These included guided writing templates, vocabulary lists with translations, step-by-step procedural examples with pictures, and interactive exercises to support students' independent learning.

Overall, the needs analysis findings indicate that seventh-grade students require more interactive, visually supported, and scaffolded learning media to assist them in writing procedure texts. The development of web-based learning media is therefore considered relevant to address students' writing challenges and to support student-centered learning practices in accordance with the Merdeka Curriculum.

Expert Validation Results

Expert validation confirmed the high quality of the developed web-based learning media across multiple dimensions. The English material expert rated content suitability, alignment with the Merdeka Curriculum, and appropriateness for seventh-grade cognitive/linguistic levels at 85% (Good). The English material expert confirmed that the content was aligned with the Merdeka Curriculum and appropriate for seventh-grade students. The materials were presented logically and progressively, beginning with explanation, followed by examples and guided practice.

The validator stated: "The product is already good, but pay attention to the grammar in the example sentences." This comment indicates that although the overall category was Good, minor grammatical revisions were required to enhance language accuracy.

The media expert evaluated user interface (UI), user experience (UX), and technical stability at 88% (Good). From the media perspective, the website was also categorized as Good in terms of user interface design, navigation clarity, technical stability, and user experience. The layout was considered consistent, the color combination was comfortable for junior high school learners, and the navigation menu was intuitive.

The media expert only suggested a minor adjustment in one section of the material 3 layout. This indicates that the website was technically feasible and visually appropriate, with no aspects falling into the *poor* or *fair* categories.

The teacher validator (practitioner) gave 90% (Very Good) for instructional relevance, practicality, interactivity, and usability. The teacher observed that the media could support structured writing instruction and enhance student engagement.

The following table presents the results of the validators' evaluation.

Table 2. Expert Validation Summary


Validator	Aspect Evaluated	Score (%)	Category
English Expert	Content suitability and grammar	85	Good
Media Expert	User interface and user experience	88	Good
Teacher Validator	Instructional suitability and practicality	90	Very Good

The final product is accessible at <https://writing-proceduretext.blogspot.com/> for direct exploration. Key features, including the user-friendly interface, structured content presentation, and interactive elements, are illustrated below.



Figure 2. Home Materials Interface

Table 3. Guided Writing Fitur

Display	Step	by	Activity
	Step 1		Write students' identity such as name and class.
	Step 2		Selecting one topic to write a Procedure text.
	Step 3		Selecting tools and materials for chosen topic.
	Step 4		Imperative and connectors verbs to write procedure text.
	Step 5		Write a procedure text based on the topic, tools, materials, and language support have selected

In summary, none of the validated aspects were categorized as *poor*, and no major revisions were required. All evaluation components were consistently categorized as **Good**, indicating that the developed web-based learning media was pedagogically sound, technically feasible, and practically applicable for teaching writing procedure texts to seventh graders, with only minor revisions applied prior to classroom try-out.

Try-out Results and Media Practicality

The limited try-out with 32 seventh-grade students yielded highly positive responses on practicality and usability. Students described the media as easy to navigate, visually

appealing, and supportive for comprehending and producing procedure texts. They particularly valued the guided writing templates, bilingual vocabulary support, and immediate feedback from interactive quizzes, which helped organize ideas and reduce writing anxiety.

The English teacher noted a marked increase in student involvement, greater autonomy in learning activities, and a diminished requirement for reiterating instructions, thereby optimizing classroom time for interactive discussions and personalized guidance.

To substantiate these qualitative observations with empirical data, the subsequent table delineates the assembled outcomes from the student questionnaires, offering a detailed breakdown of responses across usability and engagement dimensions. The following table summarizes the results of the student and teacher questionnaires that have been described previously.

Table 4. Try-out Evaluation Summary

Respondent	Evaluation Focus	Result
Students	Usability and engagement	97%
Teacher	Practicality and classroom implementation	95%

From the teacher's perspective, the media facilitated a more structured and student-centered writing lesson. The teacher noted that students were more engaged during writing activities and required less repetitive explanation, allowing instructional time to be used more efficiently. These findings are consistent with previous studies indicating that web-based learning media can enhance student engagement and support independent learning in writing instruction (Novia et al., 2024; Satrio & Susilawati, 2022).

Based on classroom observation and field notes, the implementation process generally ran smoothly. Students were able to access the website without major technical difficulties, and the navigation menu was easy to understand. Throughout the session, students read the material sections, observed examples of procedure texts, completed interactive quizzes, and wrote their own procedure texts directly in the provided template. The observation checklist verified active participation in material reading, quiz responses, and writing completion.

Nevertheless, minor classroom management challenges were noted. During the try-out, a few students lost focus when viewing their quiz results, but the teacher was able to restore classroom control promptly. This indicates that while the media was engaging, effective teacher facilitation remains crucial during implementation.

Overall, the try-out results indicate that the developed web-based learning media was practical, user-friendly, and supportive of guided writing instruction. The results show its viability in authentic classroom environments, necessitating only minor technical and management adjustments required. No major revisions were necessary following the try-out phase, and the media was considered ready for instructional use in teaching procedure texts to seventh-grade students.

Discussion

This study focused on developing a web-based learning media to support the teaching of writing procedure texts for seventh graders by employing a Research and Development (R&D) approach using the ADDIE model by Branch (2009). The development process was systematically conducted through needs analysis, design, development, implementation, and evaluation stages to ensure that the product was aligned with students' needs, curriculum

demands, and instructional objectives. Through this systematic process, the development aimed to produce instructional media that not only delivers learning content but also facilitates students' understanding of the structural organization and linguistic features of procedure texts.

The findings from the research indicate that the developed media successfully addressed key challenges faced by students, such as difficulties in logically organizing procedural steps and selecting appropriate vocabulary. These challenges are particularly significant considering the limited scaffolding and interactivity provided by traditional instructional media (Yulianti et al., 2025). The research did not extend to testing the effectiveness of the product, but the findings from the practical trial confirm that the developed media aligns well with the students' needs and the requirements of the curriculum. This discussion will focus on analyzing the findings related to the challenges encountered by students, the role of the web-based media in addressing these challenges, and its validity and practicality in the context of English language teaching at the junior high school level.

The needs analysis and interviews with students and teachers revealed several key challenges faced by seventh-grade students in writing procedure texts. One of the primary difficulties was students' limited language proficiency, which manifested in problems such as inadequate vocabulary, weak grammar, and poor organization. These issues made it challenging for students to express their ideas clearly and logically, often resulting in writing that lacked coherence and accuracy. As suggested by Palanisamy & Abdul Aziz (2021) students specifically struggled to organize procedural steps sequentially and use appropriate imperative verbs and connectors. These barriers to linguistic expression and organization in writing are common in EFL contexts, where students frequently find it difficult to structure their thoughts coherently in written form (Han, 2023).

In addition to linguistic challenges, motivation and self-confidence emerged as significant obstacles. Students often expressed a lack of confidence in their writing abilities, which hindered their engagement with the task. This issue was compounded by a lack of experience in generating and organizing ideas independently. Adebayo et al. (2024) highlight that such motivational challenges are widespread, especially when students lack the confidence to express their ideas clearly. Furthermore, teachers noted that limited training in writing pedagogy contributed to the difficulties in instruction. Teachers often relying on traditional methods that failed to address students' individual needs. Time constraints, large class sizes, and insufficient resources further exacerbated the problem, limiting opportunities for personalized feedback and individualized learning (Affendy Lee et al., 2023).

The web-based learning media developed in this study provided several features that directly addressed the challenges students faced in writing procedure texts. One key feature was the step-by-step writing guide, which helped students organize their thoughts and structure their procedural steps logically. According to Rivera & Bacus (2023), online collaborative writing activities, like those integrated in the media, allow students to provide feedback to one another, correct mistakes, and learn from their peers' processes. This feature, along with the bilingual vocabulary support, enabled students to overcome vocabulary difficulties and strengthened their confidence in using appropriate language. Interactive quizzes further engaged students by offering real-time feedback, promoting active learning, and ensuring that students could revise their writing independently. These interactive elements reflect the principles of multimedia learning and scaffolding, which have been

shown to improve writing skills by providing guided support and diverse modes of learning (Satrio & Susilawati, 2022).

Moreover, the use of web-based tools in this study aligns with the growing body of literature on the effectiveness of online platforms in teaching writing. Kassim et al. (2024) note that web-based tools like Google Docs and collaborative platforms enhance the writing process by allowing students to engage dynamically both in and outside the classroom. This dynamic interaction fosters real-time collaboration and continuous feedback, which are essential for improving writing skills. By integrating these features into the learning media, students were not only able to practice their writing but also receive constructive feedback that contributed to their academic literacy development. This approach, supported by research on e-learning and online tutoring, has been found to be equally effective as face-to-face writing instruction, providing students with flexible, personalized, and collaborative learning opportunities (Hasanah Lubis et al., 2023).

The web-based learning media underwent validation by both content and media experts, with positive results. The English material expert rated the content as "good" with an 85% score, confirming its alignment with curriculum standards and its appropriateness for seventh-grade students. Similarly, the media expert evaluated the technical aspects, such as user interface and usability, with a score of 88%, suggesting only minor adjustments to the visual layout, which were addressed in the final version. The teacher validator, who implemented the media in the classroom, gave a score of 90%, highlighting its effectiveness in supporting writing instruction. The media was well-received by students, who found it engaging and easy to navigate. The interactive features facilitated a more structured and student-centered writing process, demonstrating that the media met the experts' criteria and was successfully integrated into classroom practice.

In light of the web-based learning media developed in this study proved to be a practical tool for supporting seventh-grade students in writing procedure texts. The media successfully addressed key challenges such as students' language proficiency, motivation, and the organization of procedural steps, providing structured support through features like step-by-step guides, interactive quizzes, and bilingual vocabulary lists. The positive feedback from both students and teachers suggests that the media aligns well with curriculum demands and enhances student engagement in writing activities. For future teaching of procedure texts in junior high schools, integrating such web-based tools can foster a more interactive, student-centered approach to writing instruction. It is recommended that teachers incorporate these digital tools into their classrooms, and that developers continue to refine and enhance the media with features like personalized feedback and gamification to further engage students and support independent learning.

CONCLUSION AND SUGGESTION

To summarize, the web-based learning media developed in this study successfully addressed key challenges faced by seventh-grade students in writing procedure texts, particularly in organizing steps logically and using appropriate vocabulary and grammar. The media's interactive features, such as step-by-step guides, quizzes, and bilingual vocabulary support, provided structured scaffolding that helped students engage more effectively with the writing process. Expert validation confirmed the quality of the media, with the English material expert rating it as "Good" (85%) for content suitability and alignment with the curriculum, the

media expert rating its technical aspects as "Good" (88%), and the teacher validator giving it a "Very Good" (90%) score for instructional suitability and practicality. The positive feedback from both students and teachers indicates that the media aligns well with the Merdeka Curriculum and meets the instructional needs of students. While the research focused on the practicality and validation of the media, the findings confirm its potential as a valuable tool for supporting guided writing instruction in junior high school settings.

For English teachers, the developed web-based learning media can be utilized as an alternative or supplementary instructional tool to support writing instruction, particularly for procedure texts. Teachers are encouraged to integrate the media into classroom activities or independent learning sessions to provide structured guidance and increase students' engagement in writing tasks.

For students, the media can be used as a self-learning resource to practice writing procedure texts at their own pace. By repeatedly accessing the materials, vocabulary lists, and guided writing templates, students can use the media as an additional resource to practice writing procedure texts independently.

For future researchers, further studies are recommended to examine the effectiveness of the developed media through experimental or quasi-experimental designs involving pre-test and post-test measurements. Future research may also expand the content to other text types or incorporate additional interactive features to enhance students' writing practice and feedback mechanisms. Such advancements are anticipated to bolster the role of web-based learning platforms in enhancing English writing education at the junior high level.

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