



Developing E-Worksheet of Descriptive Text Writing through Task Based Language Teaching at SMP Ar-Rahman Medan

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ABSTRACT

This research aims to develop an electronic worksheet (E-Worksheet) based on the Task-Based Language Teaching Approach (TBLT) to teach descriptive writing to class VII students. This research uses the Research and Development (R&D) method adapted from Borg and Gall through six stages. The research participants were 37 students from SMP Ar-Rahman Medan. Data was obtained through questionnaire needs analysis and expert validation. Findings indicate that most students need clear writing instructions, structured activities, and help in understanding descriptive texts. They also prefer interactive learning media with varied assignments and direct feedback. E-Worksheets are created using the

Liveworksheet platform and include interactive features such as matching, drag and drop, short answer, and autocorrect. The expert validation results show that the product is very suitable and feasible for teaching descriptive writing effectively.

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INTRODUCTION

Writing is a fundamental skill in English as a Foreign Language (EFL) instruction, as it allows students to express ideas clearly and accurately in academic contexts (Mauranen, 2020; Faith & Selenius, 2024). Although writing is often viewed as a formal and structured activity, it can also develop through meaningful learning experiences (Rahnuma, 2025). Compared to speaking, writing demands a more complex cognitive process, including generating ideas, organizing information logically, and applying correct language structures simultaneously (Alghasab, 2025). Consequently, students must pay attention not only to the content of their ideas but also to how those ideas are

expressed in written form. For this reason, writing is often considered challenging by many students (Apridayani & Waluyo, 2025). Therefore, producing coherent and well-organized texts requires continuous practice and appropriate instructional support from teachers (Han & LI, 2024).

In the Indonesian curriculum, English writing material focuses on students' ability to understand and produce different text genres as part of communicative competence (Ratri et al., 2025). One important genre taught at the junior high school level is the descriptive text, which introduces students to basic written communication (Algaragere & Al-Khawaldeh, 2023). Through descriptive writing, students practice vocabulary usage, simple grammatical patterns, and basic organization of ideas (Usman et al., 2023; Tristiana et al., 2025). Mastering this genre can also boost students' confidence before they move on to more advanced forms of writing (Stavans & Ehrlich, 2023; Şaşmaz & Çifci, 2023).

Effective development of writing skills depends on the availability of appropriate learning materials, particularly worksheets. The Ministry of Education, Culture, Research, and Technology highlights the role of worksheets in encouraging active student participation (Fadillah et al., 2025). Worksheets can be presented in print or digital form (Lee, 2023), but both are expected to provide meaningful language practice rather than merely serving as supplementary material (Singtong et al., 2025; Wang & Kabilan, 2025). Digital worksheets, in particular, offer advantages such as immediate feedback, more accurate assessment, increased student engagement, and continuous monitoring of student progress (Fuller, 2022). However, traditional worksheets are often associated with passive learning experiences, monotonous activities, and low student motivation, thus highlighting the need for more innovative and task-oriented approaches (Modanggu & Pratama, 2024; Satria & Zulkifli, 2025).

One approach that supports meaningful language learning is Task-Based Language Teaching (TBLT), introduced by Willis (1996). TBLT emphasizes language use through communicative tasks, enabling students to learn by actively using English in purposeful situations. When TBLT principles are integrated into instructional materials, classroom activities can become more interactive and student-centered (Ellis, 2009). However, many writing classes still rely on traditional methods that prioritize grammatical

accuracy over the development of ideas (Lee, 2017). Teachers often focus on correcting errors at the sentence level rather than guiding students to organize and express ideas coherently. As a result, students may view writing as a mechanical process rather than a communicative activity (Liu, 2024).

Initial observations of seventh-grade students at Ar-Rahman Junior High School in Medan revealed that many students produced short descriptive texts with limited detail, repetitive sentence patterns, and a limited vocabulary. These findings indicate that students struggle to effectively generate and express ideas in writing. This issue was further confirmed through interviews with English teachers, who noted that students often have difficulty understanding writing instructions, developing ideas, identifying text structures, and using appropriate vocabulary.

Another contributing factor lies in the instructional materials used in the classroom. The textbook GOALS: English for Junior High School/MTs Grade 7 provides clear instructions; however, it offers limited guidance to help students organize and expand their ideas in descriptive writing. These exercises primarily emphasize grammatical accuracy rather than the writing process itself. In addition, the worksheets used in class are still in print form and contain a limited variety of tasks without interactive features. Feedback is provided manually, which often requires additional explanation from the teacher and reduces opportunities for students to learn independently. These conditions indicate that the existing materials do not yet fully support meaningful language practice or independent learning as expected in the national curriculum.

Previous research has shown that Task-Based Language Teaching can effectively address these challenges. TBLT supports meaningful language use and helps develop higher-order thinking skills, particularly critical and analytical thinking (Shabita & Mekala, 2023). Research conducted by Anito et al. (2025) and Bhandari et al. (2025) discovered that TBLT improves students' writing quality, particularly in content development and organization. Additionally, task-based activities can boost student motivation because learners are more engaged when tasks are linked to real-life situations and personal experiences.

Despite these advantages, most previous research has primarily focused on the stages of TBLT learning namely, pre-task activities, the task cycle, and post-task activities while limited attention has been given to the systematic application of the six task types

identified by Willis and Willis (1996): listing, sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. Consequently, the potential of these task types as a framework for designing writing worksheets remains under-explored.

Therefore, this study aims to develop worksheets based on the six TBLT task types to provide seventh-grade students with more varied, meaningful, and process-oriented descriptive writing activities. To achieve this objective, this study employs a Research and Development (R&D) approach adapted from Borg and Gall, which provides systematic procedures for designing, validating, and revising instructional materials to ensure their suitability and effectiveness for classroom implementation.

METHOD

This study was categorized as Research and Development (R&D) using the model proposed by Borg and Gall (2007). While the original model includes 10 stages, in this study only six stages have been applied due to qualification restrictions: data and information collection, data analysis, product design, product validation, product revision, and product finalization. The data and source of data included the Grade VII A and B students of SMP Swasta Ar-Rahman Medan, totaling around 37 students, as well as expert validators. This class was chosen because the Task-Based Language Teaching worksheet has not been previously implemented, and observations revealed that the existing materials are largely grammar-focus task, limited task variation, and no interactive features, which contributed to low student engagement in descriptive text learning.

To gather the necessary data, the researcher utilized questionnaires for student needs analysis and expert validation. The student needs analysis questionnaire was based on Hutchinson & Waters (1987) to classify target needs (necessities, lacks, and wants) and learning needs using a 5-point Likert scale. Meanwhile, the expert validation questionnaire was adapted from BSNP guidelines to evaluate content, language, presentation, and layout appropriateness. In the technique of data analysis, the questionnaires focused on numerical data and statistical tools. The students' needs analysis questionnaire was processed using the percentage formula proposed by Sugiyono (2009). To interpret the validators' questionnaire, the mean score for each item was calculated and interpreted using Suharto's (2005) conversion table. For the

procedures of media development, the researcher designed the e-worksheet on the Liveworksheet platform guided by Hutchinson & Waters' (1987) Materials Design Model, which includes input, content, language focus, and tasks. After expert validation, the media was refined based on expert suggestions to produce the final version for teaching descriptive text writing.

RESULTS

The first step in developing appropriate e-worksheet for teaching descriptive writing to seventh-grade students at SMP Ar-Rahman in Medan is the data collection. The data collected was analyzed to identify the students' learning needs. The first step is an analysis of student needs and characteristics to gather relevant information about curriculum requirements, including an analysis of the existing syllabus, lesson plans, and textbooks used in seventh-grade classes A and B. The purpose of this needs analysis is to identify the fundamental challenges students face in learning English, particularly in writing descriptive texts. This study employed classroom observations and questionnaires as instruments for the needs analysis. Questionnaires were distributed to 37 students in Grade 7A and 7B to gather information about their target needs and learning needs. The results of this needs analysis were then used as the basis for designing interactive e-worksheets on the Liveworksheet platform based on Task-Based Language Teaching (TBLT). Detailed data obtained from the student questionnaires and expert validation are presented in the following section.

The Worksheet Needed by Students

The needs analysis findings demonstrate that students require considerable support in learning descriptive writing, particularly in terms of clear instructions, meaningful and interactive tasks, and exercises related to generic structures (identification and description), as indicated by approximately 85% of students who agreed. These findings also reveal several shortcomings in the previous worksheets, with approximately 84% of students indicating that the material was too focused on grammar, lacked visual aids, provided limited guidance, did not clearly explain text organization, and did not offer immediate feedback, leading to difficulties in developing ideas and describing objects in detail. Regarding student preferences, approximately 83% of

students expressed a strong preference for interactive electronic worksheets that can provide a more engaging learning experience, support vocabulary development, and boost their motivation in writing descriptive texts. Furthermore, their learning needs highlight the importance of digital features such as interactive activities and immediate feedback to support self-directed learning, improve writing performance, and increase active participation. Overall, these findings indicate that the implementation of Task type Willis's Task-Based Language Teaching (TBLT), which highlights meaningful and interactive tasks, is appropriate for addressing students' needs, weaknesses, desires, and learning requirements in descriptive writing.

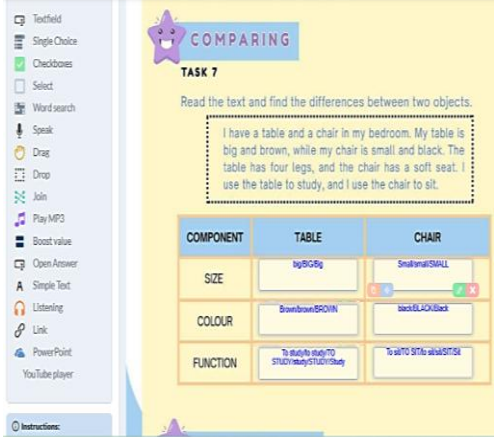
Developing E-Worksheet based on TBLT's Task Type

The product developed in this study is an electronic worksheet titled "Liveworksheet: Descriptive Writing" for seventh-grade students at Ar-Rahman Private Junior High School in Medan. This worksheet is designed to support the writing of descriptive texts based on the Merdeka Curriculum and relevant learning outcomes. This worksheet helps students describe objects, people, or places using appropriate vocabulary, the simple present tense, and clear organization. Developed using Canva and Liveworksheet website, this worksheet includes interactive features such as drag-and-drop and automatic feedback. The content is structured based on the framework by Hutchinson and Waters (1987), which includes input, content, language focus, and tasks.

a) Input

The input used in this e-worksheet consists of visual and contextual materials related to descriptive text, such as pictures of familiar objects and simple descriptive examples. These materials were selected to introduce students to objects that are closely related to their daily lives, such as items found in a bedroom. The e-worksheet visually presented on Liveworksheet website by applying several features such as drag and drop, fill the blank tools, and written box answer. The pictures are displayed in table 1:

Table1. Image of Liveworksheet Tools

Image	Information
 The screenshot shows a Liveworksheet tool interface for a task titled 'ORDERING AND SORTING'. The task instructions are: 'B. Sort the adjectives into the correct category by drag the words'. There are three categories: SIZE, CONDITION, and COLOUR. Each category has a table with three rows and one column. The words to be sorted are: big, small, brown, black, soft, study, and sit. The interface includes a sidebar with various tool options like Textfield, Single Choice, Checkboxes, Select, Word search, Speak, Drag, Drop, Join, Play MP3, Boost value, Open Answer, Simple Text, Listening, Link, PowerPoint, and YouTube player.	Drag and drop features apply through matching number. The same number will indicate the correct answer (green), and incorrect (red).
 The screenshot shows a Liveworksheet tool interface for a task titled 'OPEN ANSWER'. The task instructions are: 'Read the text and find the differences between two objects.' The text describes a bedroom with a table and a chair. Below the text are four open answer boxes for the student to write their answers. The interface includes a sidebar with various tool options like Textfield, Single Choice, Checkboxes, Select, Word search, Speak, Drag, Drop, Join, Play MP3, Boost value, Open Answer, Simple Text, Listening, Link, PowerPoint, and YouTube player.	Open answer features will let student to answer either short or long answer. The correction can be set up through choice student must fill the box answer or not.
 The screenshot shows a Liveworksheet tool interface for a task titled 'COMPARING'. The task instructions are: 'Read the text and find the differences between two objects.' The text describes a bedroom with a table and a chair. Below the text is a table for comparing the two objects. The table has three columns: COMPONENT, TABLE, and CHAIR. The rows are SIZE, COLOUR, and FUNCTION. The interface includes a sidebar with various tool options like Textfield, Single Choice, Checkboxes, Select, Word search, Speak, Drag, Drop, Join, Play MP3, Boost value, Open Answer, Simple Text, Listening, Link, PowerPoint, and YouTube player.	This type is, fill the blank box, and the correct answer will appear after submitting the answer if it's incorrect.

b) Content

The worksheet content focuses on developing students' understanding of descriptive text, including vocabulary, sentence construction, and generic structure

(identification and description), supported by clear instructions and visual examples. The activities involve identifying objects, classifying adjectives, constructing sentences, and organizing ideas. These tasks are designed to build students' understanding gradually before moving to more complex writing.

c) Language Focus

The language focus emphasizes key grammatical and lexical features, including simple present tense verb forms, descriptive adjectives, and basic sentence patterns such as "This is..." and "It is..." to support descriptive writing. These elements help students express ideas clearly when describing objects. Through guided practice, students apply these features step by step, from word choice to short writing tasks. The language focus is integrated into the sequence of tasks, allowing students to gradually progress from understanding language structures to producing meaningful descriptive texts.

d) Task

The tasks are designed to be progressive, interactive, and communicative, following Willis and Willis (2007), to guide students from comprehension to producing descriptive texts. These tasks include various types such as listing, ordering, comparing, problem-solving, and creative tasks that encourage active language use. Supported by Liveworksheet features such as drag-and-drop and immediate feedback, these tasks promote independent learning, and learner engagement. Students list objects from a picture, organize and classify vocabulary and sentences, choose the correct adjectives, compare and explain the functions of objects, share personal experiences, and finally write descriptive texts in a creative guessing activity.



Figure 1. Preview of Ordering and Sorting Task

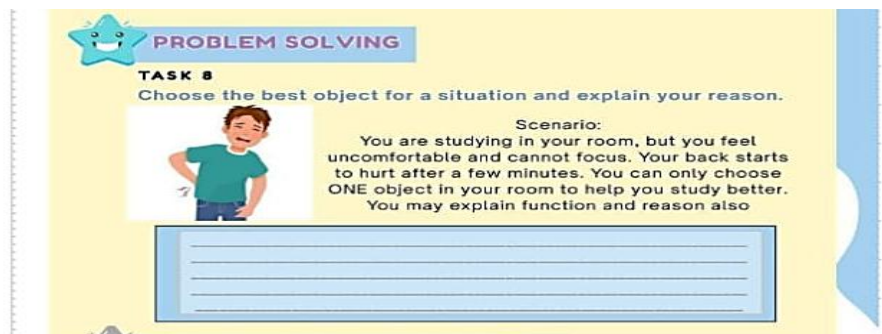


COMPARING
TASK 7
Read the text and find the differences between two objects.

I have a table and a chair in my bedroom. My table is big and brown, while my chair is small and black. The table has four legs, and the chair has a soft seat. I use the table to study and I use the chair to sit.

COMPONENT	TABLE	CHAIR
SIZE		
COLOUR		
FUNCTION		

Figure 2. Preview of Comparing Task

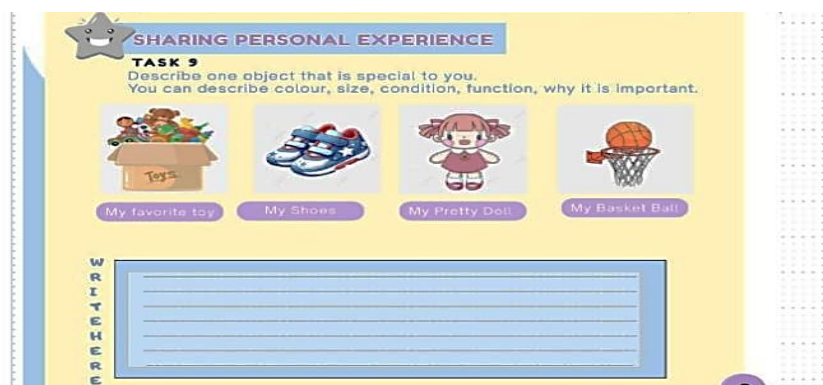


PROBLEM SOLVING
TASK 8
Choose the best object for a situation and explain your reason.

Scenario:
You are studying in your room, but you feel uncomfortable and cannot focus. Your back starts to hurt after a few minutes. You can only choose ONE object in your room to help you study better. You may explain function and reason also

WRITE HERE

Figure 3. Preview of Problem Solving Task



SHARING PERSONAL EXPERIENCE
TASK 9
Describe one object that is special to you. You can describe colour, size, condition, function, why it is important.

My favorite toy My Shoes My Pretty Doll My Basket Ball

WRITE HERE

Figure 4. Preview of Personal Experience Task



CREATIVE TASK
TASK 10
Let's play a guessing game! Describe an object in your room without writing its name. Write 5-8 sentences, including color, size, shape, function, importance. Arrange based on the identification and description.

WRITE HERE

Figure 5. Preview of Creative Task

Expert Validation Result

The first expert reviewer was Dr. Rika S.Pd., M.Hum., a lecturer in the English Education Department at Universitas Negeri Medan, mastering writing. The validation result is provided in table 2.

Table 2. Result of Expert Validation 1

No.	Criteria	Maximum Score	Total Given Score
1	Linguistics	40	40
2	Content Materials	40	39
3	Presentation	40	40
4	Layout	40	40
Total		160	159
Percentage (%)		(139/140) x 100% = 99%	

The validation results show that the e-worksheet achieved high scores in all aspects: linguistic (40), content/material (39), presentation/process (40), and layout (40), indicating that the e-worksheet is clear, relevant, interactive, and well-designed for seventh-grade students. The material successfully integrates the six TBLT task types; however, minor revisions are recommended for Tasks 8–10 to focus more on physical descriptions rather than feelings or the importance of something. Overall, the product received a score of 99%, which is categorized as excellent and suitable for use in teaching descriptive writing. The second validator, an English teacher at Ar-Rahman Junior High School in Medan, was selected for her direct experience with students and her understanding of their learning needs.

The second validator was Indri Afrida Nasution, S.S., an English teacher at Ar-Rahman Junior High School in Medan. She was selected by the researcher as a validator on the grounds that teachers who interact directly with students have a better understanding of the students and their needs in the learning process. The validation results are presented in table 3.

Table 3. Result of Expert Validation 2

No.	Criteria	Maximum Score	Total Given Score
1	Linguistics	40	37
2	Content Materials	40	36
3	Presentation	40	37

No.	Criteria	Maximum Score	Total Given Score
4	Layout	40	37
Total		160	147
Percentage		(147/160) x 100% = 91%	

The second validator's score shows that the e-worksheet received good scores in all aspects: language (37), content/material (36), presentation/process (37), and layout (37), indicating that the e-worksheet is appropriate, relevant, and easy to understand for seventh-grade students. The material aligns with the objectives of descriptive writing and reflects TBLT through meaningful and interactive tasks that support student engagement and idea development. Its design and features also enhance student interest and participation in the learning process. Overall, the e-worksheet achieved a score of 91%, categorized as excellent and suitable for use in teaching descriptive writing at Ar-Rahman Junior High School in Medan.

DISCUSSIONS

This study aims to develop an interactive Electronic Worksheet (E-Worksheet) for teaching descriptive writing using Willis's Task-Based Language Teaching Method at Ar-Rahman Junior High School in Medan. The development process followed the R&D model by Borg and Gall (2007), beginning with a needs analysis of 37 seventh-grade students. The study results reveal that students require support in understanding the structure of descriptive texts, vocabulary, and language features based on the Merdeka Curriculum. Many students still face difficulties in organizing ideas, selecting appropriate vocabulary, and applying correct language usage. Additionally, students prefer interactive learning materials that provide clear instructions, meaningful exercises, and immediate feedback to help improve their writing abilities.

Based on these needs, the E-Worksheet was designed using the six types of tasks proposed by Willis: listing, sorting and organizing, comparing, problem-solving, sharing personal experiences, and creative tasks. This worksheet was developed using the Liveworksheet platform and includes interactive features such as drag-and-drop, fill-in-the-blanks, and guided writing activities. These features are intended to encourage active participation, support self-directed learning, and help students gradually develop their ideas into descriptive texts. The materials are also aligned with the Learning Outcomes

(CP) in the Merdeka Curriculum to ensure their relevance to classroom learning objectives.

The results of the validation indicate that the developed E-Worksheet is appropriate for use in descriptive writing instruction. This E-Worksheet was rated “Excellent” by two expert validators, indicating that it meets the criteria in terms of content, language, presentation, and layout. This E-Worksheet not only helps students improve their ability to organize ideas and use language effectively but also enhances their motivation and engagement in the learning process. Overall, this study demonstrates that task-based interactive E-Worksheets can effectively support students’ writing development and create a more meaningful and communicative learning experience.

CONCLUSIONS

Based on the results, the existing worksheet at SMP Ar-Rahman Medan lack communicative and structured tasks, causing students difficulties in organizing ideas, using vocabulary, and applying language features. Therefore, an interactive E-Worksheet based on Task-Based Language Teaching was developed using Willis’s task types and Liveworksheet features such as drag-and-drop and fill-in-the-blank. Aligned with students’ needs and the Kurikulum Merdeka, it was validated by experts and categorized as “Very Good” with percentages of 99% and 91%, indicating it is feasible and effective in improving students’ descriptive writing skills, motivation, and participation.

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