CREATING ENGAGING E-MODULES FOR TEACHING PROCEDURE TEXT WRITING TO SEVENTH GRADERS AT ISLAMIC INTEGRATED JHS HARAPAN MULIA PALEMBANG USING GOOGLE SITES

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Abstract: The development of current e-module for writing procedural text with Google stie was done and applied for seventh graders of Integrated Islamic JHS Harapan Media Palembang This R&D applied the development model of Dick, Carey, and Carey to produce a valid, practical, and effective e-module of writing procedure text with Google Site. From the text, the learners and the teachers required creative and innovative e-module for writing procedure text with Google Site to develop learners' learning independence, interest, and motivation. The research subjects were the 93-seventh graders and 3 Indonesian language teachers of Integrated Islamic JHS Harapan Mulia Palembang taken by saturated sampling. On the other hand, the effectiveness test involved 24 learners from different class within the same grade. The applied sampling technique was saturated sampling technique. The validity test of the e-module with Google site involved three experts. They were material, language, and media experts. The validity with material expert obtained a mean of 4.75, categorized as valid. The validity with language experts obtained a mean of 4.33, categorized as extremely valid. Then, the validity test with the media expert obtained a mean score of 4.92, categorized as very valid. The practicality test of the e-module with Google site was based on the one-to-one, small group, and field tests.The one-to-one test obtained a mean of 4.15, categorized as practical. The small group test obtained a mean of 4.21, categorized as very practical. Then, the field test obtained a mean of 4.14, categorized as practical. The effectiveness test of the e-module for writing procedure text with google sites was based on the pretest-posttest results. The pretest result obtained a mean score of 54.95, categorized unaccomplished while the posttest obtained the results of 81.21, categorized accomplished. From the development of an e-module for writing procedure text with Google site, the result showed that the seventh graders of Integrated Islamic JHS Harapan Mulia Palembang found the developed module valid and practical to learn procedure text writing. The product was also effective to improve the learners' procedure text writing.
Keywords: *Google Site; procedure text; writing.*

INTRODUCTION
Technological development shifts the learning orientation from conventional into attractive and joyful digital learning.Widyastuti (2022) explain that digital learning is relevant to national education. One of the national relevances is realized in providing a prototype curriculum or *Merdeka* curriculum in 2022. This curriculum was an option for schools to apply. Thus, the government did not insist but encouraged the schools dynamically and organically.

In this curriculum, the Junior High School level has a new label, the D-phase learning group. Learners in this D-phase should achieve language

competence to communicate and reason based on objectives, social contexts, and academics. The curriculum for this phase adjusts various digital technology development (Wiraningsih & Santosa, 2020; Zagorskis et al., 2019). Thus, the lesson on information study becomes a mandatory lesson. Therefore, teachers must collaborate other lessons with this information study lesson. One of the digital technology collaborations is - developing an attractive e-module as the mode and media for learning activities.

A learning activity is effective if the learning facilitates the learners' skills and knowledge by providing information and designing activities to make learners reach their specific and expected learning objectives (Babadjanova, 2020; Bezanilla et al., 2019; Mendo-Lázaro et al., 2022). Therefore, effective learning activity realization requires various learning supports, such as a conducive learning environment, adequate facilities, interesting teaching material, understandable material, applicable learning media, etc.

Teaching materials are important to determine the results and to reach the expected learning objectives. Certain applied teaching materials by teachers and learners could ease the learning process (Cahyani et al., 2021; Darmayenti et al., 2021; Irawan, 2020). The realizations of teaching materials could be worksheets or digital teaching materials. In this case, digital teaching materials are expected to improve learners' experience and knowledge. Teaching materials had the potential to be the media, facility, actor, and opportunity to improve educational quality. Learning materials refer to symptoms with the possibility to gain information, knowledge, experience, and skill while learning (Kosasih, 2021).

Procedure text refers to a material of Indonesian language lessons for Junior High School and Senior High Schools as stated both in the 2013 curriculum and *the Merdeka* curriculum. Procedure text material encourages the learners to think structurally and procedurally (Abidah et al., 2020). The material also helps learners to understand certain methods of action accurately with correct steps so that they could reach the objectives properly. This matter is important for the learners to realize that relevant results with their intention or problem solution require exact procedures or steps.

The cause of low learners' understanding of the procedure text material was - the learners were not interested in the learning. Learners were bored because the teachers applied conventional media, such as figures or less-attractive PowerPoint slides. Teaching materials should encourage and motivate learners so they have interesting learners (Andrajati et al., 2020; Anshari & Widyantoro, 2020; Sakkir et al., 2021). This situation shows that teaching materials could not improve the learners' understanding to write procedural text.

These problems influenced the learners' materials to write procedure texts and the duration of analyzing procedural texts. The limited time of learning could be managed. Learners could learn anywhere as long as they are motivated and receive accessible learning alternatives anytime and anywhere.

Agrin et al. (2021) argue that the digital era makes both teachers and learners encounter technology. Thus, they must also apply technology to support their learning media, teaching materials, and learning activities. Electronic teaching materials will attract and facilitate the teachers as the information mediator for the learners. Adaptive teaching materials on technological development make learning effective and efficient. These materials could create a joyful learning situation for the learners (Najuah et al., 2020).

Purwoko et al. (2020) dan Putra & Amini (2019) explain that the teaching material development should be relevant to 21st-century learning necessities. The importance of teaching materials for learning required immediate responses to develop an electronic teaching material, e-module, as the alternative to manage the problem. The developed e-module design was to facilitate learners in accessing the materials of procedure text anywhere and anytime via laptop computer or smartphone, both online and offline.

The roles of teachers in applying accurate e-module determine the basic competence achievements and learning outcomes of all lessons, specifically procedure text learning. The implementation of accurate teaching material could motivate learners to create attractive and interesting Indonesian language learning.

E-module systematically provides autonomous teaching materials electronically. Each learning activity with an e-module requires navigation or link implementations to make the program interactive (Kurniawan & Kuswandi, 2021). E-module displays could be multimedia with some video, audio, and animation additions. The multimedia file addition enriches learners' experience.

F-One of the present applications with excellent technology is Google Sites. *Google Sites* refers to a personal *website* or graphic profession by adding a product of Google. Google site has some benefits for learning, such as (1) attractiveness with various features, for example, Google docs, sheet, form, calendar, awesome table, etc; (2) learning facilitation for both learners and teachers to gain materials without having flash disk to transfer data; (3) anti-lost materials due to virus interruption or other problem, and free-computer space capacity; (4) providing immediate information access for both teachers and learners with ease of file upload by the teachers; (5) providing file store for the teachers so that learners could access the materials for every meeting in the future; and (6) providing file attachment so that learners could access the attached files by the teachers to learn (Imansari & Sunaryantiningsih, 2017; Simamora et al., 2019; Sugihartini & Jayanta, 2017).

The developed product was teacher material of procedural text writing in the form of an e-module with Google site for JHS learners. This e-module was accessible from a laptop and smartphone with an Internet connection. Learners had to activate their email accounts to login into the Google Site. This e-module arrangement consisted of materials and question exercises. The applied question exercises were to measure the learners after learning with an e-module. In this research, the researchers added attractive pictures and videos to improve the learners' interests. The researchers chose Google site as the application to make the e-module. Google site was freely and unlimitedly accessible by anyone, unlike a flip book.

Previous studies about teaching materials for procedural text writing lessons were Devi Putri Adi Tia (2020), titled "Pengembangan Bahan Ajar Teks Prosedur Berbasis *E*-Modul Interaktif untuk Peserta didik Kelas XI", Santriana (2021) titled "Pengembangan Bahan Ajar Teks Prosedur Berbasis Teknologi untuk Meningkatkan HOTS SiswaKelas IX SMA", and Reni Kesumawati (2022) titled "Pengembangan Bahan Ajar Teks Fabel Berbasis *Google Sites* Siswa Kelas VII SMP". Current research objectives were 1) producing a product prototype in the form of an e-module of procedure text writing lesson with Google site for seventh graders of Integrated Islamic JHS Mulia Palembang, 2) validating the results, 3) checking the practicability, and 4) examining the effectiveness of the developed product.

METHOD
This research is an R&D, *research, and development.* Research & Development produces a product that examines the effectiveness of the developed product (Agustina & Churiyah, 2019; Clough & Shorter, 2015; Nisa, 2014).The developed module applied the model of Dick et al. (2015). The R&D model consisted of 10 stages but the researchers only applied 9 stages until the formative evaluation. Here are the R&D stages of the research.
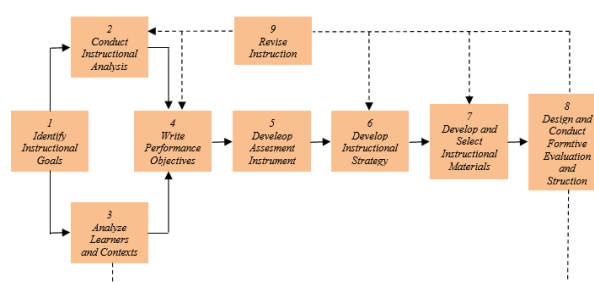

Figure 1. *The development stages*

The research subjects were the 93-seventh graders and 3 Indonesian language teachersof Integrated Islamic JHS Mulia Palembang for both necessity identification and field test. In this research, since the learners of the seventh grade were the only learners accepting the lesson material so the researchers took all 93 learners as the research sample. On the other hand, the effectiveness test involved 24 learners from different class within the same grade. The applied sampling technique was saturated sampling technique.Therefore, the applied sampling technique was saturated sampling technique. Gill (2020) explains saturated sampling technique refers to a technique of sampling by taking all population members into the research sample.The subjects for the limited field test were the seventh graders of Integrated Islamic JHS Harapan Mulia Palembang. The subjects were 93 learners of the same learners. The teachers, as research subjects, were the Indonesian language teachers based on the consideration of the developed teaching materials. The teachers identified the teaching material necessities. They were three Indonesian language teachers of Integrated Islamic JHS Mulia Palembang. The validation of the teaching materials involved experts. They were the lecturers of Universitas Sriwijaya as the material expert, the learning expert, the language expert, and the graphic expert.

The researchers collected the data with interviews, questionnaires, tests, and observation.

The researchers collected the data with an assessment instrument to evaluate the developed product based on the instructional, material, media, and learning design aspects. On the other hand, the instrument for the learners was useful to find out the learners' responses to the developed media.

The researchers used an interview technique by having a face-to-face dialog to obtain the data from the respondents (Haberlin, 2019; Martan et al., 2021; Minzlaff, 2019).

The applied analysis technique was useful to obtain information about the potential effects of the developed teaching materials. The researchers provided written tests for the learners with a focus on writing procedure text. The applied test was useful to determine the learners' competencies in writing procedure text with the implementation of conventional teaching material and the developed teaching material (Alamri, 2021; Amalia, 2019; Mok & Staub, 2021; Rahmawati et al., 2022).

Then, the researchers analyzed the data qualitatively and quantitatively.Yusuf (2014) explains that qualitative analysis was useful to express a situation and an object within the context. The qualitative analysis seeks the meaning or comprehensive understanding of problems while the quantitative analysis focuses on statistical matters and quantitative data (Aji & Hartono, 2019; Haris et al., 2021; Martan et al., 2021; Mok & Staub, 2021; Purwanto et al., 2021; Shobaha, 2019; Yambi, 2018).The quantitative data were the learners' learning outcomes from the field test. The researchers analyzed this data with a t-test (Faridah Salam et al., 2016; Hartono et al., 2022; Posokhova et al., 2020; Purwanto et al., 2021).

RESULTS AND DISCUSSION
The instructional goal identification
The general goal identification results found the primary necessities and actual situation in the fields. In this part, the researchers presented the analysis results of 93 learners in seventh grade on February 14, 2022, at Integrated Islamic JHS Harapan Mulia Palembang. Most learners knew that procedural text learning material was the part of Indonesian language lesson. They liked the procedural text material of the Indonesian language lesson. However, the learners encountered difficulties while learning how to write the procedure text.

Learners also stated that the teachers did not use e-module teaching materials, especially procedural text writing. Learners also found that teachers rarely used attractive methods to improve the learners' interests.

Generally, learners were aware of e-module teaching materials. They also explained they liked the Indonesian language lesson about writing procedural text with modules. However, they rarely used electronic modules. They also agreed with the notion of the teachers using e-module in teaching procedural text material. They also stated that they were interested to learn about e-module implementation.

The learners thought they needed to use an e-module because the textbooks could not facilitate the learners to construct a better understanding of procedural text writing. They also did not find the textbook could encourage their learning intention although the books had figures, colors, and understandable dictions.

The learners also needed an attractive, understandable, and practical e-module even though the current textbook had applied contextual content. They were also interested in the developed e-module was assisted by the Google site.They also needed understandable materials for writing procedural texts.

In this research, the researchers also analyzed three teachers' necessities on February 15, 2023. The researchers found the applied curriculum was *the Merdeka* curriculum. The teachers, in this case, ever joined a workshop about *Merdeka* curriculum implementation for Indonesian language learning. Thus, the teachers could design the teaching materials based on the Indonesian language lesson. The teachers could use digital media, such as PowerPoint software and LCD. However, they could not utilize the media maximally because of the lack of applied varieties of PowerPoint. They preferred using textbooks with contextual nature to applying digital media. The teachers also knew that learners had difficulties to apply the lesson of writing procedure text.

Based on the preliminary observation at the school, the researchers found a low understanding of procedural text writing. The learners could not understand the structure of the procedure text correctly. Besides that, the other factors of the learners' difficulties were a lack of supportive learning media and teaching materials to support immediate learning and motivate the learners' intentions.

These problems influenced the learners' materials to write procedure texts and the duration of analyzing procedural texts. The other

problem was limited learning time. The teachers could have managed the learning anywhere if the learners were motivated and had accessible teaching material alternatives anytime and anywhere.

From the interview and the questionnaire distributions with the teachers, the researchers concluded the importance of developing e-module teaching materials with Google Sites. This development was useful to support the learning process and manage the learners' and teachers' challenges in learning and teaching procedural text writing.

The instructional analysis
The second analysis result was instructional analysis. The results consisted of skills, processes, procedures, and learning tasks to reach the learning objectives. The researchers analyzed the data based on the given conceptual map on the learners' books and the mastered competencies by the learners. Then, the researchers checked the material standard of the applied curriculum for seventh graders.

The researchers analyzed the applied

curriculum, the *Merdeka* curriculum. This curriculum was slightly different from the 2013 curriculum. Some terms in the 2013 curriculum were changed. In this *Merdeka* curriculum, the terms of syllabus become learning chart flow (ATP), core competence (KI) into learning achievement (CP), lesson plan (RPP) into teaching material, basic competence into learning objectives, minimum mastery standard (KKM) into learning objective achievement criteria (KKTP), IPK into learning objective achievement indicators, and question indicators into assessment indicators.

From the curriculum analysis, the researchers found the learning achievement (CP) and learning objective (TP) of writing procedure text. Then, the researchers studied these learning achievements and learning objectives for the further development stage. Then, the researchers elaborated on the learning achievements and the indicators of learning objective achievements.

Here is the table of learning achievements and learning objectives of the materials. The researchers developed these results into an e-module assisted by the Google site.

Table 1. *The learning achievement (CP) and learning objectives (TP)*
of procedure text material

Learning Achievement (CP)	In the last stage of D-phase, learners are expected to have language skill for communication purposes and reasoning based on the objectives, social context, and academics. Learners could understand, process, and interpret information about various topics and works of literature. Learners could actviely participate in dicussion, presentation, and elaborated fiction and non-fiction information response to share the observation and experience structurally. Then, the learners could write the responses about the elaboration and the reading text with experience and knowledge. Learners could develop the personal competences by various text exposures as the character empowerment.
Learning Objectives (TP)	Learners could identify the information of the read and given procedure text from the textbooks or internet. (Identifying procedure text) Learners could write the procedure text in the form of something to do or to produce based on the ideas from various reading texts. (The info graphic project of procedural text) Learners could verbally share their works in the forms of products politely and conclude the contents. (Presenting the procedure text)

The analysis results of learners and the contexts
From the observation, the daily learning activities of the learners had to use iPad. Thus, the learners were habituated to using technology in their daily routines. The learners could adapt and use an e-module of writing procedure text material with the Google site that the researchers developed.

The formulation results of competence achievement
The prototype development process applied some

(Source: the Learning Flowchart, ATP, of Kemdikbud) objective formulations to produce the teaching material. Dick et al.(2015) use the term instructional strategy to describe the process of ordering and regulating the content for further teaching material development. In this stage, ordering the contents of learning objective achievement was based on the materials of the teaching materials.

Here are the indicators of learning objective achievement of learning procedural text writing that the researchers developed, the e-module with

Google site.

Table 2. *The indicators of learning objective achievements*

Learning Objectives (TP)	The Indicators of Learning Objective Achievements (IKTP)
Learners could identify the information of the read and given procedure text from the textbooks or internet.	Learner could determine the general features of procedure text. Learners could determine the objectives and content of procedure text.
Learners could write the procedure text in the form of something to do or to produce based on the ideas from various reading texts.	Learners could determine the topic of procedure text. Learners could arrange the procedure text based on complete structure.
Learners could verbally share their works in the forms of products politely and conclude the contents.	Learners could determine the topic of procedure text. Learners could arrange procedure text in order. Learners could share the procedure text content politely.

The teaching material design was an e-module for procedure text writing lessons with Google site based on the criteria of the required elements in the teaching materials. The design consisted of material content and quizzes or questions as the learning outcome measurement. The quiz design consisted of the developed questions. In this stage, the researchers studied the reference and literature sources.

The results of assessment instrument development
The researchers evaluated the developed teaching materials in terms of validity, practicability, and effectiveness.

Validity test
The validity test of the e-module with google site involved three expert. They were material, language, and media experts. The applied instrumentwas the assessment sheet in the form of validation questionnaire, adopted from BSNP. The validity test of the material was held on April 2023. The obtained mean score was 4.75, categorized valid. The expert was Dr. Izzah, M.Pd, the lecturer of Language Education Study Program, Teacher Training and Education Faculty, Universitas Sriwijaya.

Material language media
The validity test of the Language was held on April 2023. The obtained mean score was 4.33, categorized valid. The expert was Dr. Agus Saripudin, M.Pd, the lecturer of Language Education Study Program, Teacher Training and Education Faculty, Universitas Sriwijaya.

The validity test of the Graphics was held on April 2023. The obtained mean score was 4.92, categorized valid. The expert was Dr. Syarifuddin, S.Pd., M.Pd, the lecturer of Educational Technology Master Study Program, Teacher Training and Education Faculty, Universitas Sriwijaya. Table 3 shows the validation results of the experts.

Table 3. *The validation results of the developed e-module*

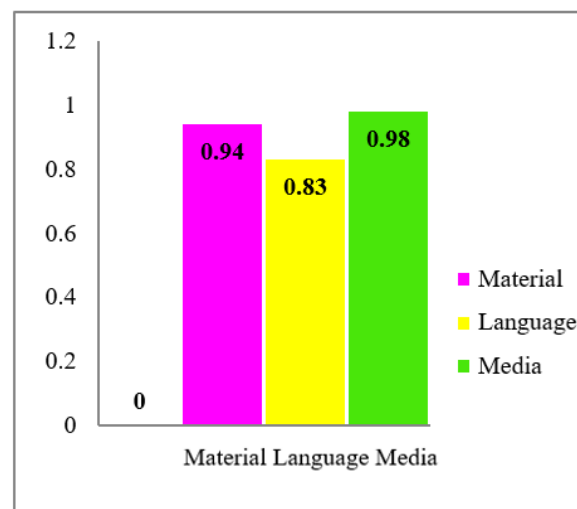| No.	Experts Names	Validated Aspects	V	Categories
1	Dr. Izzah, M.Pd.	Material	0,94	Extremely valid
2	Dr. Agus Saripudin, M.Ed.	Language	0,83	Extremely valid
3	Dr. Sayarifuddin, S.Pd., M.Pd.	Graphics	0,98	Extremely valid

Here is the summary of the validated results.

Figure 2. *The validation results of the expert*

The expert found the developed e-module for the seventh graders was valid and applicable for further research stage.

The practicality test
After ensuring the validity, the researchers examined the developed e-module practicality with a beta test.The researchers obtained the e-module practicality based on the results of One to one, small group, and field tests.

The one-to-one test of the developed module, after being revised, involved three learners of the seventh grade. The researchers tested the product

on Monday, May 02, 2023, with the questionnaire. The researchers tested the developed product for the learners, represented by learners with excellent, moderate, and low skills. The researchers asked the learners to work on the multiple-choice evaluation, 10 questions in the e-module. Then, the learners filled out the questionnaire after observing and working on the questions of the e-module. Then, the researchers observed the questionnaire to determine the further revision for the module. From the test, one-to-one, the obtained mean was 4.1 with the categories of practical and reliable without any revision.

The one-to-one test of the developed module, after being revised, involved three learners of the seventh grade. The researchers tested the product on Wednesday, May 3, 2023, with the questionnaire. The researchers tested the developed product for the learners, represented by learners with excellent, moderate, and low skills. The researchers asked the learners to work on the multiple-choice evaluation, 10 questions in the e-module. Then, the learners filled out the questionnaire after observing and working on the questions of the e-module. Then, the researchers observed the questionnaire to determine the further revision for the module. From the test, one-to-one, the obtained mean was 4.1 with the categories of practical and reliable without any revision.

In terms of practicality, the learners admitted that the developed module was easy to use. They argued the developed module was applicable and accessible anywhere and anytime. Most learners also found the developed e-module facilitated their learning time because they could access it freely.They also found the developed e-module was full of examples and understandable question discussion. *2.*

Then, the researchers conducted a field test for 24 learners from the seventh grade of Integrated Islamic JHS Harapan Mulia Palembang. The researchers tested the product on Thursday, May 4, 2023, with the questionnaire. The researchers tested the developed product for the learners, represented by learners with excellent, moderate, and low skills. The researchers asked the learners to work on the multiple-choice evaluation, 10 questions in the e-module. Then, the learners filled out the questionnaire after observing and working on the questions of the e-module. Then, the researchers observed the questionnaire to determine the further revision for the module. From the test,

one-to-one, the obtained mean was 4.1 with the categories of practical and reliable without any revision.

Table 4 provides the summary of the one-to-one, small group, and field tests of the respondents.

Table 4. *The validation results of the developed e-module*

No.	The practicality aspect	Mean	Categories
1	The one-to-one test	4.16	Practical
2	Small group test	4.21	Extremely practical
3	Field test	4.14	Practical

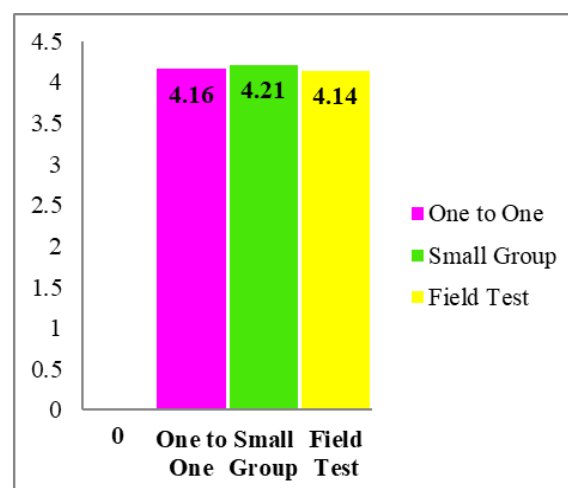Here is the summary of the validated results.

Figure 3. *The practicality test result*

The one-to-one, small group, and field test results concluded that the developed module, an e-module for writing procedure text with Google site on Indonesian language lesson, was practical and applicable for further research stage.

The effectiveness test
The researchers examined the effectiveness of the developed product with the N-gain pretest-posttest. In this test, the reserachers took the other 24 learners as the sample from different class within the same grade of the school. The researchers conducted the pretest at the Integrated Islamic Junior High School Palembang on Thursday, May 04, 2023. Thus, the learners joining this pretest received the conventional teaching material without digital technology implementation.

The researchers took the learners from the VII grade class of Ali bin Abi Thalib. The test lasted for 2x40 minutes, from 10.00 until 11.20, Indonesian Western Time. The initial stage of the

research requires the learners, 24 seventh graders of Ali bi Abi Thalib's class, to answer the essay questions about procedure text. The pretest results showed that no learners obtained scores of 90 to 100. There were no learners who obtain a score of 80 to 90. However, 4 learners obtained scores of 60 to 79. 17 learners obtained scores of 50 to 59. Only 3 learners obtained scores of 0 to 49. The pretest results showed that the learners did not achieve the accomplishment with a mean score of 54.95, categorized as low.
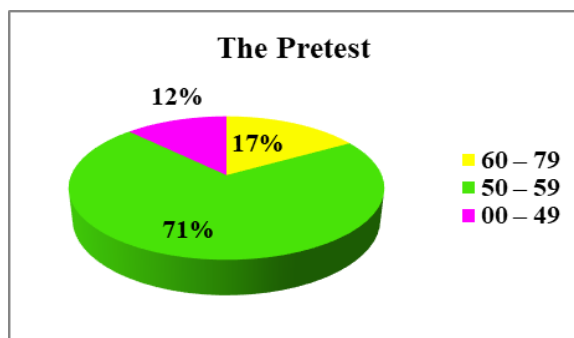

Figure 4. *The practicality test result*

After giving the pretest to measure the learners' skills, the researchers provided a lesson about procedure text and the elements of developing the procedure text with the e-module for writing procedure text with the Google site. This phase lasted 4 meetings. The posttest involved 24 learners of the seventh grade of Ali bin Abi Thalib. The test was held on Monday, May 11, 2023, for two learning hours or 2x40 minutes, starting from 06.45 to 08.05. The posttest result showed that one learner obtained a score of 90 - 100. 15 learners obtain the score of 80 to 90. 8 learners obtained the scores of 60 to 79. 0 learners obtained the scores of 50 to 59. 0 learners obtained the scores of 0 to 49. The post-test results showed that the learners achieved the accomplishment with a mean score of 81.25, categorized as excellent.
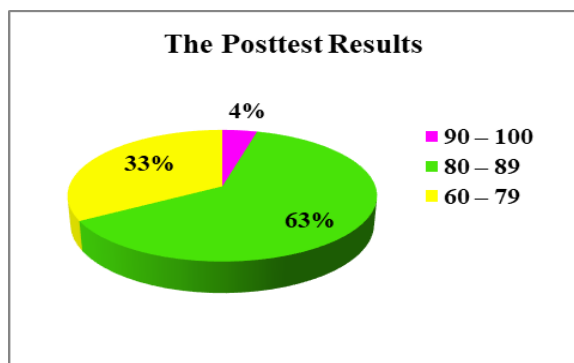

Figure 5. *The posttest result*

Table 5 shows the effectiveness of test data based on the pretest and posttest of the respondents.

Table 5. *The effectiveness test results of e-module for writing procedure text*

No.	Validated Effectiveness test	Mean	Categories
1	Pretest	54.95	Not accomplished
2	Posttest	81.25	Accomplished
N-gain		0.58	Moderate

The table shows the pretest score is 54.95 while the post-test score is 81.25. The result showed an increment of 26.30 with an N-gain of 0.58. T he result indicated the effectiveness of the developed e-module, categorized as moderate.

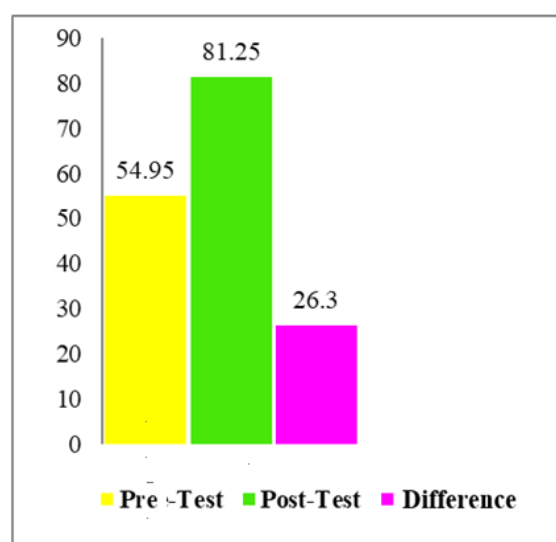This diagram shows the mean and difference between pretest and posttest in detail.

Figure 6. *The comparison of pretest and posttest mean scores*

The pretest and post-test results showed that the e-module of writing procedure text with Google site for seventh graders at the Integrated Islamic JHS Palembang influenced the learners' learning effectiveness.

Developing teaching materials was an effort to provide novel teaching materials to facilitate the learning process. The teaching material development required the teachers to develop their professionalism in the teaching-learning process (Bupu et al., 2018; Sinaga et al., 2019). In this research, the developed teaching material attracted the learners. This matter was important to improve the learning interests and learning outcomes of the learners. Putri et al. (2021) argued that teachers could select other teaching materials, such as modules, and make and adjust the teaching materials based on the learners'

necessities. This action influenced the intention of the learners to use the teaching material. One of the efforts to make learners interested in the module is - by creating an electronic module with some attachments of videos, figures, etc(Herawati & Muhtadi, 2018).

This research developed and applied an electronic module based on the learners' characteristics. In this case, the learners could use information and communication technology. Therefore, they would feel bored if they received conventional teaching. Harahap (2021) explained that attractive e-module displays facilitated the learning process. Thus, the learners could be motivated to learn. This matter ensured that learning lasted with many variations and was not monotonous.

The facilitated learners' characteristics with the development and implementation of the product were visible in their actions to use the Google site.They could use the module excellently to improve their learning outcomes. Nugroho & Hendrastomo (2021) explain Google Sites' superiorities: (1) easy and free to use, (2) provides an opportunity to collaborate, (3) provides free online storage, and (4) is searchable with a Google searching machine. With Google Sites, learners only needed to download the materials without spending Internet balance and using large memory. Learners could also access the uploaded learning materials (Bucklin et al., 2021; Dennie et al., 2019; Febrila & Hanifah, 2021; Nalasari et al., 2021).

In this case, learners also had procedural text writing improvement. The applied product facilitated the learners about procedural text writing. These results were relevant to Tia (2020), Santriana et al. (2022), and Kesumawati (2022).

CONCLUSION

Based on the results and discussion, the researchers concluded that the developed teaching materials were important for the teachers and the learners to improve their learning process of writing procedure text.

The e-module design applied Google site based on the learners' and teachers' necessities. The analysis results covered the materials, examples, questions, evaluation, and displays.

The developed e-module with google sites was valid, practical, and effective to improve the learning outcomes.

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