

# **The Use of Ict for the Improvement of Writing Skills in Efl for Adolescents**

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## **Dedication**

I dedicate this monograph to my mother, Libia Moreno, for her unconditional love and support in making this project possible, as well as to my brothers and father, who inspired me to follow my dream of becoming a teacher. I also thank my grandmother, who was my inspiration to become a teacher, my pets and all my family, whose support, experiences and advice allowed me to move forward in the completion of this work.

### Specialized Analytical Summary

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Description	Monograph
Sources	3 Books, 2 University Theses, 40 Scientific/Academic Journals, 10 Scientific Studies,
Contents	The revolution of new technologies has made foreign language learning more accessible and engaging. The implication of these innovations has provided students with access to a diverse range of resources, stimulating more interactive and dynamic learning experiences. Technology is a significant part of language learning today because it can provide personalized instruction and materials that learners can adapt to their needs. It also makes it easier to access information and communicate with others, enhances access to information, and enables more communication opportunities (Bećirović et al.,2021). Writing skills in English language

	<p>learning can present various difficulties for learners, especially those whose native language differs significantly in grammar, structure, and style. This is logical because people learn to speak by listening to what Stephen Krashen calls comprehensible input. In Matt's interview with Stephen Krashen, he mentions that, by providing this kind of constant comprehensible input, children unconsciously internalize the rules of the language at their own pace and in a natural way, just as happens in the acquisition of their mother tongue. The learning is implicit and almost invisible to them (Matt vs Japan, 2020).</p> <p>Technology for foreign language learning allows the construction of knowledge through different tools (chats, blogs, shared work tools, social networks). These tools can enhance students' motivation and develop their full potential when learning to write in English.</p>
<p>Research Line</p>	<p>Within the ECEDU, this research was proposed within the educational line: Pedagogía y didáctica en las lenguas. This study aligns with ECEDU's research line "Pedagogía y Didáctica en las Lenguas", as it explores innovative methods and techniques for language teaching, contributing to the improvement of pedagogical practices and fostering effective learning environments in English language education.</p>
<p>Conclusions</p>	<p>That ICT tools play a significant role in improving writing skills in EFL students by addressing key areas such as fluency, accuracy, organization, and creativity. Tools like Grammarly and Google Docs provide real-time feedback, enhancing grammar, vocabulary, and writing outcomes, while</p>

	<p>platforms like Padlet and WhatsApp foster collaboration and peer-to-peer interaction. Digital storytelling tools, such as Storyboard That and Kahoot, promote creativity and engagement in the writing process. Additionally, ICT tools create interactive, student-centered learning environments, encourage autonomy, and allow students to practice writing in authentic contexts, ultimately enhancing their critical thinking and overall writing proficiency.</p>
Advisor	Tutor, Ximena Rodriguez

## Abstract

The revolution of new technologies has made foreign language learning more accessible and engaging. The implication of these innovations has provided students with access to a diverse range of resources, stimulating more interactive and dynamic learning experiences.

Technology is a significant part of language learning today because it can provide personalized instruction and materials that learners can adapt to their needs. It also makes it easier to access information and communicate with others, enhances access to information, and enables more communication opportunities (Bećirović et al.,2021). Writing skills in English language learning can present various difficulties for learners, especially those whose native language differs significantly in grammar, structure, and style. This is logical because people learn to speak by listening to what Stephen Krashen calls comprehensible input. In Matt's interview with Stephen Krashen, he mentions that, by providing this kind of constant comprehensible input, children unconsciously internalize the rules of the language at their own pace and in a natural way, just as happens in the acquisition of their mother tongue. The learning is implicit and almost invisible to them (Matt vs Japan, 2020). Technology for foreign language learning allows the construction of knowledge through different tools (chats, blogs, shared work tools, social networks). These tools can enhance students' motivation and develop their full potential when learning to write in English.

**Key words:** ICT (Information and Communication Technology), EFL (English as a Foreign Language), Writing Skills, Language Learning, Adolescents, Technology in Education

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## **Introduction**

In the digital age, the development of writing skills in English as a foreign language (EFL) has become a priority in education due to its importance in a globalized world. The ability to write effectively in English opens doors to academic, employment, and social opportunities, enabling students to communicate effectively in international contexts. However, mastering this skill presents particular challenges for adolescents, who often face difficulties related to grammar, text structure and lack of motivation. The advance of Information and Communication Technologies (ICT) has revolutionized teaching and learning processes, offering innovative tools that facilitate the acquisition of language skills. Tools such as Google Docs, Grammarly, Kahoot, Padlet and messaging applications such as WhatsApp provide real-time feedback, promote peer-to-peer collaboration and foster creativity in writing. These platforms not only improve accuracy and fluency in written production, but also transform learning into an interactive, student-centered experience. The present monograph aims to analyze the impact of ICT on improving English writing skills in EFL adolescents. Through a systematic review of recent studies, it seeks to categorize the most effective technological tools and highlight their contribution in key areas such as organization, coherence, grammatical accuracy and learner motivation. In doing so, we aim to offer a comprehensive view on the use of technology as a pedagogical mediator in the teaching-learning process of writing in English.

### **Significance of the Study**

The skill to write in other language is of utmost importance in today's globalized environment, where English has become a critical linguistic reference and means of communication. In this context, technological tools have emerged as a relevant factor in developing this skill. In the knowledge era, writing effectively in English is a powerful asset. Institutions, companies, and educational establishments constantly need personnel who can communicate proficiently in the English language in written form. Mastering English writing skills opens up a world of opportunities and benefits.

Technological tools provide students with constant access to resources and materials that can enhance their ability to write in English. Rendering to Ramamuthie and Aziz (2022), technological tools effectively increase ESL students' writing skills and language awareness, making them autonomous learners and enhancing their language competence. These tools can provide intrinsic examples of quality writing, diverse vocabulary, and significant assistance in grammatical structure, allowing students to learn the key features and conventions of written English effectively.

Digitization and applied technologies have allowed students to training and accept constant feedback on their writing skills. Automatic grammar and spelling correction tools, intelligent writing editors, and interactive tutorials offer immediate opportunities to identify and correct errors, honoring the formal aspects of English writing. Technological tools facilitate the real-time transfer of information, allowing students to interact instantaneously with their environment and expanding the scope of their written English proficiency in various communicative contexts, such as education, work, and digital social networks. Technology can be a powerful tool for adolescents to achieve an optimal communicative level of English since it allows a variety of activities, many of which focus on this

population's interests. Teachers can use these tools to enable effective learning and motivate students.

### **Statement of the Problem**

Given the growing global influence of the English language, one must master it in countries struggling for worldwide competitiveness. The Colombian Ministry of National Education (MEN) recognizes that English is essential for Colombia's economic, social, and cultural development. However, the MEN point out that the English level of students is "low" or "very low," so the limited command of English is a challenge for the country (MEN, 2006).

The Colombian government has significantly improved teaching and learning processes by creating the National Bilingualism Plan. This plan, created in 2004, seeks to ensure that all Colombian students have a B1 level of English by the end of high school. Unfortunately, this objective has not been met. According to the latest EF EPI report published in 2022, which evaluates the level of English in 111 countries, English proficiency in Colombia is well below the desired level. In the overall ranking, Colombia ranked 77th, a shallow position (2022).

The results show that Colombians' average English level is "Very Low." This poor performance is mainly due to deficiencies in grammar and oral and written production, which are critical for effective communication. According to Amaya and Osorio (2021), "The social consequences that have been occurring around bilingualism in Colombia, to a large extent, have focused on the socio-economic backwardness of the country, as well as the limited offer to enter the labor market" (p. 29).

Low motivation. It limits business opportunities, making communicating with companies and customers in other countries difficult. It also hinders tourism development; as English-speaking tourists may feel more comfortable in countries where English is a

common language. In addition, the demand for English speakers in the labor market has increased. The global economy is becoming increasingly interconnected, and many companies require their employees to speak English. Writing in English is a skill and a necessity for students who aspire to communicate effectively in the globalized world. The importance of this skill cannot be overstated, as it is a key to unlocking opportunities and bridging cultural and linguistic gaps. However, mastering this skill can be particularly challenging for students learning English as a foreign language. Writing in a second language, such as English, presents several hurdles for learners.

Several elements hinder students' progress in English writing skills. These include low motivation, time constraints for writing, insufficient reading and writing practice, lack of adequate feedback on their compositions, lack of resources and learning spaces, overcrowded classrooms, ineffective teaching methods, and the social context in which students operate. These factors constitute the main reason behind students' English writing challenges (Hasani,2016). Therefore, technology is a transformative force, a potential solution to these deficiencies, serving as a pedagogical mediator in the writing process. The digital age has revolutionized how students learn and practice writing in the English language, offering many tools and resources that can significantly enhance the development of this crucial skill.

## **Objectives**

### **General Objective**

To establish which ICT, influence the improvement of EFL writing skills for adolescents.

### **Specific Objectives**

Make a review about the writing skills in the English language.

Categorizing ICT in the area of EFL writing skills for adolescents.

Describe the learning process regarding the acquisition of writing skill in adolescents

## **Literature Review**

The incorporation of Information and Communication Technologies (ICT) in foreign language learning has significantly transformed the processes of teaching and developing language skills, especially in writing. ICT facilitates interactive and learner-centered learning by allowing constant practice in authentic and varied contexts. The use of ICT not only addresses common difficulties in writing, such as lack of motivation and poor access to resources, but also empowers learners by providing them with personalized and dynamic tools to improve their writing skills effectively.

### **Technology for Language Learning**

Technology plays an increasingly relevant role in foreign language learning. Digital platforms, mobile applications, and social networks, among other resources, have revolutionized how students acquire a new language. While traditional classroom instruction is still relevant, technology offers multiple advantages that complement and enrich the learning process.

As mentioned by Bećirović et al. (2021), using technology as a learning tool, which involves using electronic devices, has revolutionized language learning. Learners can learn languages anywhere and anytime without being limited to the traditional classroom.

Technology expands opportunities to practice various language acquisition skills authentically, offering essential benefits such as interactivity in digitally mediated learning. Through simulations, role-playing, and collaborative tasks, students are more motivated and engage with the target language meaningfully. Additionally, technology promotes autonomy by enabling independent self-study. Moreover, it allows for personalization through content and exercises tailored to the learner's individual level and preferences.

The educational potential of technology is vast both in and out of school settings. It allows students to easily access a wide range of educational resources through various platforms, exposes them to lessons and tutorials delivered by native speakers, and facilitates their participation in a variety of online courses. (Bećirović et al 2021).

Technological tools that could have an impact on the improvement of writing skills in the English language

### **Kahoot**

This website can significantly improve writing skills in the English language. The web tool combines gamification with interactivity to create a unique and enjoyable learning experience.

Kahoot's interactive and playful approach encourages active participation and motivates students to practice and perfect their writing skills.

According to Yunus et al. (2019), students who use the Kahoot tool in the ESL classroom enjoy the class more and are more engaged in learning. The tool is more engaging and stimulating than the traditional method, which helps students learn writing skills more effectively.

Kahoot helps improve English writing through its interactive quizzes. Teachers can design questions about English grammar, vocabulary, and sentence structure. Students participate by answering these questions in written form on their mobile devices.

Students found that using Kahoot was a fun and effective way to learn. The games helped them understand the topics in class and apply them to their writing, resulting in improved writing skills and better grades on their assignments (Azam et al, 2019).

Using the Kahoot tool to practice writing in English allows them to become familiar with the structure and rules of the language, thus improving their writing skills. Kahoot has proven to be an effective way to promote engagement and active learning in writing classes.

### **Digital Storytelling**

Digital Storytelling has emerged as a powerful tool for improving English writing skills. By combining multimedia elements such as images, audio, and video, this tool allows students to develop their creativity, express themselves effectively, and improve their English writing proficiency.

This tool enhances English writing skills by providing students with an effective means to develop and organize ideas. It enables them to establish connections to the given topic and various parts of the story. Digital storytelling brings abstract concepts to life, reconstructs conceptual content more understandably, and engagingly presents the content. These factors contribute significantly to the improvement of English writing.

According to Rong and Noor (2019), digital storytelling enhances writing skills by enabling adequate elaboration and organization of ideas. It promotes the establishment of connections both with the assigned topic and the different parts of the story. This tool can potentially bring abstract concepts to life and restructure conceptual content. Digital Storytelling in English writing instruction offers several benefits. It encourages the proper use of vocabulary and grammar, requiring students to carefully choose words and grammatical structures to convey their ideas effectively. In addition, it fosters collaboration and feedback among students, allowing them to work in teams and receive feedback from their peers, improving the quality of their writing and broadening their perspective on different English writing styles. This methodology also motivates interest in writing by

creating an interactive and dynamic environment, stimulating student motivation and engagement in the learning process.

Using Digital Storytelling in foreign language learning environments during writing sessions provides learners with an experience in a realistic environment. The presence of real readers on the website motivates participants to complete their assignments and creates a publishing environment. Therefore, it can be an effective tool to improve English writing skills. (Kazazoğlu and Bilir, 2021).

Digital storytelling promotes imagination and creativity by providing a platform for developing abstract ideas and expressing them innovatively through different media. Thus, it enhances students' ability to generate ideas and explore narrative approaches in English.

Digital storytelling (DST) effectively improves the writing skills of English as a foreign language (EFL) students. Implementing DST positively impacts young EFL students' attitudes towards writing and increases their motivation. (Alemi et al, 2022).

### **Padlet**

Padlet has emerged as a versatile and effective tool for improving writing skills in the English language. By providing an interactive and collaborative platform, Padlet allows students to practice and hone their writing skills dynamically and enrichingly.

In the words of Mohd Arif et al. (2020), "Padlet can be a better alternative to the traditional mind-mapping as it is a platform where those of talents and great minds share their ideas" (p. 1). Padlet provides a space where students can express their ideas creatively and collaboratively, which fosters more effective and motivating learning.

This tool provides an interactive environment where students can share and collaborate on writing in English. They can post their writing, such as essays, short stories, or answers to questions, and receive feedback and suggestions from peers and teachers.

This active interaction stimulates motivation and engagement, thereby improving English writing skills.

By utilizing Padlet, students can gain feedback on their writing from both peers and teachers, enabling them to pinpoint areas for improvement and enhance their comprehension of key concepts in written English. (Alfaqeh et al, 2022). In addition, using technology in the classroom can help engage students and make the writing process more interactive and enjoyable. (Alfaqeh et al., 2022).

According to Mohd Arif et al. (2020), "it promotes autonomous learning as they can organise their work according to their preferences" (p. 1). Therefore, students can use Padlet according to their learning style and pace of work, giving them more control over their writing process. Padlet significantly impacts improving English writing skills through its user-friendly interface and motivational benefits. (Jong and Tan, 2021).

### **Whatsapp**

WhatsApp has become one of the most popular and widely used worldwide. Although primarily designed for instant communication, WhatsApp can also be an effective tool for improving English writing skills. According to Hartati, et al. (2022,), the utilization of the messaging app WhatsApp is recognized as an effective tool for improving English writing skills among high school students. Therefore "The research concluded that WhatsApp increased students' interest and motivation in writing and boosted them creativity and ability to articulate ideas" (Hartati et al, 2022, p. 228). Furthermore "the study noted that implementing a scientific approach to teaching writing skills, emphasizing accuracy and the efficient construction and communication of a message, proved effective in developing students' writing abilities" (Hartati et al,2022, p. 233).

According to Noyan and Kocoglu (2019), using WhatsApp as a writing tool can improve English language writing skills. These findings support the effectiveness of using technological tools such as WhatsApp to encourage English language writing practice.

Vocabulary acquisition plays a fundamental role in improving writing skills in the English language. A broad repertoire of words enables writers to express their ideas in a more precise and varied manner, which enriches the quality and fluency of their compositions. In addition, an extensive vocabulary facilitates the choice of appropriate words to convey nuances of meaning and emotion, bringing depth and clarity to the text.

The results showed that WhatsApp positively affected vocabulary improvement in students' narrative writing vocabulary, as 75% of students showed an increase in vocabulary test scores after the WhatsApp intervention (Suhaimi et al, 2019). WhatsApp's social interaction and collaborative features supported vocabulary development (Suhaimi et al,2019).

### **Social Networks**

Social media has become integral to everyday communication in today's digital age. Besides serving as a platform for social interaction, these tools have proven to positively impact the development of language skills, especially in English writing. Through continuous interaction, users can enhance their grammar, vocabulary, and writing style, strengthening their English language skills.

According to Guayllas and Castro (2023), social networks can potentially strengthen learner-centered pedagogy and improve writing skills when teachers intentionally integrate them into the curriculum. By leveraging social networking platforms, Teachers can design interesting and meaningful learning experiences that promote the development of their students' English writing skills.

According to Guayllas and Castro (2023), it is advisable to integrate social networking platforms into the educational environment as a strategy to stimulate student participation in interactive writing activities. This incorporation aligns with constructivist learning principles by allowing students to construct knowledge in a self-directed manner.

An experiment with 25 students compared writing skills before and after using a Facebook discussion group showed a statistically significant improvement in overall writing scores, content, organization, grammar, and vocabulary after using Facebook (Shahzadi and Kausar, 2020).

Students enjoy using Facebook to practice writing because it provides a practical platform for discussion and interaction. They feel more motivated to express themselves and develop logical and organized writing (Shahzadi and Kausar, 2020).

Social networking sites such as Facebook can be an effective tool for engaging learners and improving written expression in English if carefully incorporated into teaching. However, they should complement traditional classroom learning, not replace it (Shahzadi and Kausar, 2020).

The article mentions that the survey findings showed that the participants responded affirmatively about using social networks to improve their English writing skills (Azlan and Yunus, 2020). This indicates that students recognize the value of social networking in practicing and improving their English writing skills.

Incorporating social media into teaching and learning dynamics is crucial, as this integration allows students to enhance their English writing skills more effectively. Utilizing social media platforms can offer an authentic and motivating environment for practicing English writing (Azlan and Yunus, 2020).

Social media constitutes a valuable instrument for enhancing English writing proficiency. Facilitating consistent writing practice, fostering brevity and conciseness, delivering prompt feedback, affording exposure to diverse writing styles and genres, and encouraging creative expression, social networking sites play a pivotal role in facilitating the effective and meaningful development of users' English writing skills.

### **TikTok**

The TikTok platform has gained global popularity due to its focus on creating and sharing visual and creative content. While TikTok is not considered a traditional tool for improving English writing skills, it can positively impact the development of this skill.

TikTok allows users to create and share short videos, often with on-screen text. While creating content on TikTok, users can think about the message they want to convey and consider practical means of visual expression. This engagement facilitates the development of their ability to articulate ideas and thoughts succinctly and persuasively, a valuable skill in English writing.

Students agreed that TikTok videos helped them understand and describe objects more easily, stimulated their imagination, and made learning writing more contextual, engaging, meaningful, and comfortable (Syarifuddin et al, 2021).

Watching TikTok videos increased students' interest, motivation, and engagement in learning descriptive writing (Syarifuddin et al, 2021). Students felt that TikTok enabled them to learn to write efficiently and effectively (Syarifuddin et al., 2021). TikTok videos can effectively teach descriptive writing, as they provide contexts and visual models, encourage engagement, and meet criteria such as being easy to prepare and organize and making them meaningful to students (Syarifuddin et al, 2021).

According to Ichsan and Ulya (2021), using audiovisual content in TikTok as a teaching medium can be an effective tool for developing English writing skills. Students rated the content of the videos as excellent and helpful in learning writing skills (Ichsan and Ulya, 2021).

According to a study by Virgin and Affini (2022), using the TikTok application enhanced English writing skills. The researchers noted that 86.36% of the surveyed students acknowledged the application's facilitating role in acquiring skills related to learning descriptive text.

TikTok encourages creativity, interaction, and collaboration, allowing users to improve their writing skills and ability to communicate effectively in English. However, to develop English writing skills fully, it is essential to complement TikTok with other, more formal writing activities.

### **Plotagon**

The Plotagon tool is innovative and can significantly improve writing skills in the English language. It combines elements of writing and animation to allow users to create their own stories in animation format.

Plotagon can stimulate creativity and imaginative expression in English writing. This tool allows users to develop intricate plots, delineate characters, and formulate dialogue in an animated environment. This allows users to practice and refine authentic writing, as they must create a coherent and compelling narrative for their animated creations. By taking on this challenge, users can explore different literary styles and genres, enhancing their skills and development as writers in the English language.

The study found that using Plotagon as a pedagogical tool helped improve students' writing skills, as evidenced by increased written production and vocabulary use over

several writing interventions (Guzmán and Moreno, 2019). Overall written production increased from 1158 words in the first dialogue to 3741 words in the final dialogue, showing an improvement of 67% (Guzmán and Moreno, 2019).

The digital stories allowed students to practice other language skills such as reading, listening, vocabulary and grammar (Guzmán and Moreno, 2019). The study concludes that Plotagon is an effective pedagogical tool to improve English writing and other language skills collaboratively and engagingly for adolescent EFL students (Guzmán and Moreno, 2019).

Plotagon encourages teamwork and collaboration in English writing. Users can share their animations with others and receive constructive feedback and comments. This interaction allows users to identify areas for improvement and refine aspects such as grammar, vocabulary, and sentence structure. Plotagon's collaborative approach enriches the writing experience and provides valuable opportunities for peer-to-peer learning.

### **Storyboard That**

Storyboard is a highly beneficial tool for improving English language writing skills. Storyboard that combines visual storytelling with writing, allowing users to create stories in vignette and panel format.

Storyboarding encourages planning and structure in writing. Before they begin writing, users must organize their ideas and develop a coherent plot. This planning practice helps users understand the importance of a solid structure in English writing, which improves their ability to present ideas clearly and coherently.

The study concludes that Storyboard has successfully improved the writing skills of eighth-grade students in SMP Negeri 2 Muara Jawa (Reyvaldy and Khatimah, 2022). According to Wahjuningsih et al, (2020), Storyboard That offers various layout options,

scenes, characters, and graphic elements that students can use to create stories in English. According to Wahjuningsih et al, (2020), students often feel insecure when speaking in public, but by using "Storyboard That" to express their ideas in writing, they feel less exposed to possible mistakes and criticism, allowing them to practice and improve their English writing skills more comfortably and confidently. Storyboard That effectively uses technology to foster creativity, communication, collaboration, and other skills essential to quality writing.

### **Grammarly**

Grammarly is an exceptional tool that can significantly improve English writing skills. Grammarly functions as an advanced grammar and spelling checker but goes beyond simple corrections, offering many features that benefit learners. Grammarly helps users improve grammar and spelling in their English writing by identifying and pointing out common errors, such as verb agreement mistakes, incorrect use of prepositions, punctuation problems, and misspellings. By correcting these errors instantly, Grammarly allows users to learn from their mistakes and avoid repeating them in the future, thus improving their accuracy and precision in English writing and instilling a sense of accomplishment in the users.

Using Grammarly combined with peer and teacher feedback is a practical approach to developing EFL learners' writing skills (Huang et al, 2020). Using Grammarly more frequently in writing classes is advisable to help students improve their English writing proficiency (Huang et al, 2020).

Grammarly's instant feedback allows writers to correct mistakes and improve writing quality (Regil, 2019). It is advisable to use the Grammarly application to help students identify and correct errors in their writing (Fahmi & Rachmijati, 2021).

Grammarly can be an effective tool to increase students' confidence and improve their ability to write accurately in English by detecting grammatical, spelling, and punctuation errors (Fahmi and Rachmijati, 2021).

Grammarly is a highly effective tool that improves writing skills in the English language. By providing grammar and spelling corrections, style suggestions, and detailed explanations, Grammarly helps users improve their writing accuracy, fluency, and consistency. It is also a versatile tool that adapts to various writing contexts and provides convenient access through browser extensions and mobile applications. Grammarly is a valuable tool that fosters users' growth as proficient and confident writers in the English language.

### **Google Docs**

Google Docs is a highly beneficial tool that can significantly improve English writing skills. Google Docs is an online word processor that offers users a wide range of features and benefits. Google Docs enables real-time, collaborative writing. Several users can work simultaneously on the same document, facilitating collaboration on English writing projects. This feature promotes the exchange of ideas, feedback, and joint editing, which enriches the quality of written content and improves participants' writing skills.

The researchers concluded that Google Docs can improve students' writing skills and increase their interest in writing (Afdaliah et al, 2019). According to interviews conducted by Galarza (2020), students expressed that collaborative learning positively impacted improving their grammar, vocabulary, and writing structure. Using features in Google Docs, such as autocorrect and comments, facilitated the feedback process and promoted effective content review.

According to interviews conducted by Galarza (2020), students expressed that engaging in collaborative learning through Google Docs positively impacted their grammar, vocabulary, and writing structure enhancement. Collaborative writing, facilitated by the use of Google Docs, demonstrates efficacy in enhancing the writing proficiency of English as a Foreign Language (EFL) students; it is advisable to integrate this approach into English language curricula to effectively address and fulfil writing learning objectives (Galarza, 2020).

Improved writing skills using Google Docs through features such as spelling and grammar correction, commenting, and editing (Sa'diyah and Nabhan, 2021). Collaborative writing activities with Google Docs had pedagogical benefits for improving student engagement, digital literacy, social skills, and writing skills. (Sa'diyah and Nabhan, 2021).

Google Docs emerged as a precious tool for improving writing skills in the English language. By facilitating real-time collaboration and providing a platform accessible from anywhere, Google Docs encourages continuous writing practice. Instant feedback and integrated revision tools constantly refine grammar, vocabulary, and written structure. This platform's versatility benefits learners of EFL and makes it an indispensable resource in educational and professional contexts.

## **Writing**

Writing is a crucial component of fundamental skills in English education. Engaging in writing allows individuals to contemplate, experiment with ideas on paper, carefully select the appropriate language, review their written work, reconsider, revise, rearrange, and assess its impact on the reader.

Students must develop writing skills. Proficiency in writing is significant in academic, business, and interpersonal contexts within the global community (Weigle, 2002).

In an academic setting, this skill serves as a means to assess students' writing proficiency, evaluating their capability to construct academic essays or generate texts incorporated into the curriculum. In business, practical writing skills are crucial for individuals establishing business connections nationwide through the composition of emails or the creation of business reports. Crafting a letter or message is a form of communication that facilitates an indirect connection between individuals and fostering relationships.

In writing, meaning is conveyed through the amalgamation of preexisting knowledge and past experiences, information derived from the text, the individual's stance about the text, and forthcoming or recollected social interactions in communication (Ruddell, 2005).

Harmer (2004) expressed that the primary rationale for instructing writing lies in its status as a fundamental language skill, equally significant alongside listening, speaking, and reading. Engaging in writing activities can also contribute to improving language proficiency among learners. Language learners must acquire the necessary skills in composing letters, constructing cohesive written reports, and effectively responding to advertisements, among other written forms of communication.

According to Doff (1989), the pedagogy of writing entails providing predetermined tasks or exercises to guide students in their learning process. When providing a set of predetermined tasks or exercises to students, the teaching of a writing course extends beyond imparting knowledge on developing ideas in writing. It necessitates a meticulous focus on teaching how to construct English sentences with grammatical accuracy and systematic coherence.

Writing differs from speaking because it demands more time for thoughtful opinion formulation. In contrast to the spontaneous nature of speaking, the process of expressing opinions through writing is more time-consuming.

Harmer (2004) states that writing and speaking are productive language skills, as they involve the active generation and expression of language by writers and speakers.

Additionally, Rivers (1981) asserts that writing presents more significant challenges than speaking. Writing involves communicating through written language, which inherently lacks the immediate feedback and contextual cues face-to-face interactions provide.

The limited time for processing and generating language in interpersonal communication necessitates rapid thinking and response. Conversely, the nature of writing differs from speaking in terms of immediacy, as the written product does not manifest as instantaneously as spoken language.

The act of writing necessitates intricate cognitive processes that encompass the harmonious integration of various components, including but not limited to the selection of a suitable topic or theme, strategic word choices, effective organization of ideas, clear articulation of purpose, mindful consideration of the intended audience, meticulous attention to clarity, logical sequencing of information, seamless cohesion between sentences and paragraphs, and meticulous transcription of thoughts onto paper or a digital medium. (Westwood, 2008).

Oshima and Hogue (1997) posited that writing could be perceived as a gradual and iterative endeavor. This implies that before physically transcribing thoughts onto paper or a digital medium, individuals engage in prewriting activities, contemplating, and planning what they intend to convey and how they wish to articulate their ideas. Subsequently, after completing the initial draft, the writer engages in a process of revision and self-evaluation, wherein they review and scrutinize their written work, making necessary changes and corrections. Thus, writing is not a singular, isolated action but a multifaceted process comprising several interconnected steps.

Writing necessitates a cognitive process that involves thoughtful consideration and strategic thinking. Understanding the writing process empowers students to enhance their proficiency in generating well-crafted written compositions.

According to Brown (2004), composing written works involves a multifaceted approach encompassing the cognitive processes of thinking, drafting, and revising. These procedures necessitate the application of specialized skills to generate high-quality written products. Initially, students must engage in critical thinking to determine the topic or theme that will be the foundation for their written composition. Subsequently, they can generate a preliminary draft by brainstorming and organizing their ideas. Finally, students are encouraged to refine and revise their work, culminating in producing a polished final product. Monaghan (2007) stated that writing can be seen as translating one's thoughts onto paper. In this context, students must focus on effectively expressing their emotions and formulating ideas in their language through writing. The goal is for students to skillfully convey their thoughts, feelings, desires, and knowledge through the written medium.

According to Harmer (2004), writing is a valuable preparatory measure for various activities, mainly when students construct sentences as a prelude to discussion-based tasks. This approach allows students to reflect and generate ideas at their own pace, alleviating the pressure of providing immediate and fluent opinions, which can prove challenging and uncomfortable, especially for learners at lower proficiency levels. Consequently, writing serves to foster creativity among students, enabling them to conceptualize and develop ideas that can be effectively translated into written form. By engaging in such practices, students can benefit from enhanced writing skills and overall improvement in their written expressions.

Bowker (2007) asserts that writing proficiency holds relevance across various

professional, educational, and personal domains throughout one's life course. For example, interpersonal communication may involve drafting emails to connect with friends, while intrapersonal reflection involves documenting daily experiences and feelings in a private journal. In this manner, written expression serves as a mediational tool for conveying information to others and processing ideas for the self. Whether sharing updates, working through challenges, or chronicling experiences, the ability to effectively utilize writing distinguishes it as a valuable lifelong skill with applications in multiple life contexts. Mastery of composition supports clear communication regardless of audience or intent, positioning it as a functional competency with broad-reaching applications from casual correspondence to formal documentation.

Langan (2004) likens writing proficiency to other learnable skills like operating machinery or software programs, asserting it can be achieved through diligent practice and application. According to Langan (2004), writing competence is accessible to all willing to dedicate sincere efforts to its mastery. One's openness to this viewpoint predicts the likelihood of writing improvements, as a self-fulfilling mindset enables focused learning. In contrast, perceiving writing ability as innate rather than cultivated can become a self-limiting prophecy discouraging meaningful attempts at enhancement. From this perspective, belief in one's capacity to strengthen as a writer is a prerequisite for initiating the style of purposeful learning necessary to actualize such development. Without this foundational trust in writing as attainable expertise, half-hearted attempts may prevail over the sustained efforts essential for meaningful advances in compositional skills.

Writing constitutes an intricate undertaking requiring total focus and familiarity with the intended subject matter. However, all can acquire compositional abilities with dedicated practice and extensive engagement with literary works for inspiration. Writing aims to

elucidate ideas, advance positions, and convey emotions and reasoning through linguistic formulation. This mode of communication facilitates expression and exchange of perspectives through the written word organized into sentences. As such, mastery of composition supports the transparent transmission of thoughts, arguments, and feelings regardless of the receiver. Continuous refinement of writing through repeated performance and analysis of diverse texts cultivates expertise that, while multifaceted and nuanced, remains attainable for any dedicated to its development.

### **The Writing Process**

The writing process encompasses the phases through which an author progresses to generate a composition in its ultimate written manifestation (Harmer, 2004). Nevertheless, he asserts the existence of a four-step framework within the composition procedure: planning, drafting, removal, and the last flow.

#### ***Planning***

During this phase, students engage in the ideation and planning process, strategically outlining the concepts they intend to incorporate within their writing. This can be accomplished through various methods, such as note-taking or mental organization. Within the planning stage, students are encouraged to address three pivotal aspects: the intended purpose of the writing, the target audience, and the structural arrangement of the content. By focusing on these essential aspects, students can successfully organize the facts, ideas, or arguments they have selected, creating a well-structured and unified composition.

#### ***Drafting***

Students begin their initial endeavors to transfer their ideas onto paper during the drafting phase. In this stage, they generate provisional thoughts and concepts pertinent to the topic, prioritizing exploring ideas rather than focusing on error correction or meticulous

attention to detail.

### ***Editing***

Following the completion of their initial draft, students engage in a critical review of their written work, aiming to identify areas that require improvement. This self-assessment process involves a careful examination of the clarity and organization of the information presented, as well as the identification of any ambiguous or confusing sentences. Moreover, students can benefit from the valuable input from their peers or instructors, either through oral or written feedback. These insights catalyze the revision stage, wherein students make necessary adjustments and enhancements to their writing. Revising entails comprehensively analyzing the existing content, ensuring that ideas are logically connected, and maintaining coherence and flow throughout the composition. Ensuring the examination of previously included ideas holds significance in maintaining the overall coherence and smooth flow of the writing. This practice is crucial in stimulating further ideation and fostering an environment conducive to generating additional thoughts and concepts. (Nation, 2009).

### ***Final version***

Upon engaging in the editing process, students incorporate revisions and modifications into their work, thereby undergoing a transformative journey from the initial draft to the final product. As a result of this iterative process, the ultimate composition may exhibit notable differences compared to its initial iteration, reflecting the refinement and enhancement achieved through the various steps undertaken. According to Richards and Renandya (2002), students can engage in various activities to showcase their written work, such as publishing, sharing, or reading their compositions. Texts can also be displayed on notice boards to showcase students' written efforts in the classroom. It is crucial to acknowledge that each stage of the writing process—planning, drafting, revising, and

editing—is closely interrelated and mutually dependent. These stages collectively contribute to creating a well-crafted and proficient written text.

### **The Purpose of Writing**

According to Grenville's research (2001), writing encompasses three fundamental purposes: entertaining, informing, and persuading.

The purpose of writing to entertain primarily manifests through imaginative and creative techniques. This form of writing necessitates the writer's ability to tap into their creativity and employ various literary devices to captivate the readers' attention. While the aim is not solely to elicit laughter, the ultimate objective lies in engaging the readers' emotions, invoking an emotional response or connection through the written work.

The purpose of writing to inform revolves around conveying information to the readers. This form of writing primarily focuses on providing details about various subjects, such as objects, places, procedures, and events. Informative writing is commonly found in newspapers, articles, scientific or business reports, instructional guides, procedures, and essays designed for academic purposes. Its main goal is to present information clearly and accurately, helping readers gain a better understanding of the topic.

The goal of persuasive writing is to convince the reader of the legitimacy of a particular viewpoint. Writers achieve this by providing factual evidence or data to support their arguments, encouraging readers to adopt their perspective and take action accordingly. The writer strategically employs persuasive techniques to engage the readers' cognitive and emotional faculties, encouraging them to evaluate the presented information and embrace the proposed perspective critically. The ultimate goal of persuasive writing is to influence the readers' beliefs, attitudes, and behaviors in alignment with the writer's intended objective.

## The Types of Writing

There are different types of writing, such as work writing, academic writing, etc. According to Douglas and Abeywickrama (2004), there are three types of writing:

Academic writing encompasses a wide range of scholarly and formal texts that contribute to advancing knowledge within various disciplines. Three notable academic writing examples include theses, dissertations, and academically focused journals.

**Theses:** A thesis is a comprehensive research document that presents an original contribution to a specific field of study. It typically represents the culmination of a graduate or postgraduate research program. Rigorous research methodologies, in-depth literature reviews, data analysis, and the presentation of findings characterize these. They are expected to adhere to the conventions and guidelines of the respective academic institution.

**Dissertations.** Similar to theses, dissertations are extensive research works demonstrating a deep understanding of a chosen subject area. Doctoral candidates typically pursue them, and they involve original research and analysis. Dissertations often require significant time and effort, incorporating comprehensive literature reviews, data collection and analysis, theoretical frameworks, and substantial written arguments.

**Academically focused journals.** These publications disseminate research findings, theoretical insights, and critical analyses within specific academic disciplines. Academic journals allow researchers to share their work with the academic community. Articles in these journals are subjected to a thorough peer-review process to guarantee the accuracy and quality of the research they present.

Job-related writing encompasses diverse written communication directly linked to professional contexts and activities. Examples include advertisements, letter/email correspondence, and manuals.

**Advertisement.** Advertisements are written texts designed to promote products, services, or events to a target audience. In a job-related context, advertisements can be job postings seeking qualified candidates for specific organizational positions. These written advertisements employ persuasive language, compelling visuals, and concise yet informative content to attract potential applicants and provide critical details about the job requirements, responsibilities, and qualifications sought.

**Letter/Email Correspondence.** Effective written communication is crucial for maintaining professional relationships and conveying important information. Letter or email correspondence is a common form of job-related writing used for various purposes, such as applying for a job, submitting reports, requesting information, or addressing concerns. These written communications should adhere to appropriate formats, tone, and language conventions, reflecting professionalism, clarity, and respect for the recipient.

**Manuals.** Job-related writing also includes creating manuals, which serve as comprehensive guides or instructions for performing specific tasks or operating equipment. Manuals provide step-by-step instructions, safety guidelines, troubleshooting advice, and other relevant information for employees to carry out their job responsibilities effectively. These written documents should be well-organized, accessible, and user-friendly to ensure clarity and ease of reference.

Personal writing includes various forms of expression that cater to individual needs and capture personal experiences, thoughts, and emotions. Examples include diaries, shopping lists, invitations, and reminders.

**Shopping Lists.** Personal writing often includes creating shopping lists and convenient tools for organizing and planning purchases. These lists typically outline the items needed for a specific shopping trip, helping individuals stay focused and ensuring they

acquire the necessary supplies or groceries. Shopping lists can be written concisely and itemized, enabling efficient and organized shopping experiences.

**Diaries.** Diaries or journals offer individuals a means to record personal experiences, thoughts, reflections, and emotions. They serve as a private outlet for self-expression and self-reflection, allowing individuals to document and explore their innermost thoughts and experiences. Personal diaries can be written narratively, capturing daily events, emotions, and personal insights.

**Invitations.** Personal writing includes creating social events or gatherings invitations. Invitations typically convey essential information such as the event date, time, location, and other pertinent details. They can be creative and engaging, reflecting the tone and theme of the event, and often include RSVP instructions to facilitate guest responses.

**Reminders.** Personal writing extends to creating reminders, which serve as prompts or memory aids for essential tasks, appointments, or deadlines. Reminders can be written concisely, highlighting the crucial details and ensuring individuals stay organized and time-efficient in managing their responsibilities and commitments.

Kane (2000), mentions that there are four types of writing:

### **Exposition**

Exposition, within the realm of academic writing, serves as a means to convey an individual's thoughts, knowledge, or beliefs on a specific subject matter. This form of writing is meticulously constructed to ensure logical coherence and clarity of ideas. Expository writing often involves organizing information based on cause and effect, verifying truth or falsehood, comparing degrees or quantities, highlighting positive or negative aspects, considering general or specific contexts, and presenting assertions or denials. The progression of exposition is facilitated through the use of connectives such as "therefore,"

"however," "so," "besides," "but" "not only," "more important," "in fact," and "for example," which effectively guide the reader through the writer's line of reasoning and supporting evidence. These connectives serve as signposts, directing the flow of thought and enhancing the overall cohesiveness of the written piece.

### **Description**

The description genre primarily focuses on capturing and conveying visual perceptions within the academic writing realm. Its fundamental objective is to organize and arrange what one observes into a meaningful pattern. Unlike the logical structure employed in exposition, the pattern in description is predominantly spatial. It involves categorizing and positioning elements based on their spatial relationships, such as above or below, before or behind, right or left, etc. By employing spatial references, description aims to provide a vivid and immersive experience for the reader, enabling them to visualize and comprehend the subject matter more effectively. This spatial organization contributes to the overall coherence and clarity of the descriptive piece, allowing readers to form a comprehensive mental image based on the writer's observations.

### **Narration**

Narration entails a chronological recounting of interconnected happenings that comprise a story. Compelling narration faces two fundamental challenges: ordering incidents sequentially according to the passage of time within the plotline and imbuing such occurrences with meaningful relevance through their arrangement and portrayal. Skilled narration simultaneously utilizes temporal sequence and thematic import to skillfully relay the narrative to the audience.

### **Persuasion**

Persuasion aims to reshape how audiences conceive issues and form stances. It

typically addresses polemical matters and commonly entreats reason through logical substantiation or empiricism propositions. Another persuasive technique involves satire, which discreetly or crudely lampoons folly or malevolence. Finally, persuasion may transpire via eloquence that inspires lofty ideals and laudable sentiments. Skillful persuasion navigates diverse rhetorical methods to catalyze attitude transformation on consequential topics through the appeal of both logic and emotion.

### **Micro Skills of Writing**

Skills have their micro-skills Douglas and Abeywickrama (2004) mentions the micro-skills for written production as follows:

Generates written and orthographic symbols of the English language.

Generates written content optimally to align with its intended purpose.

Generates a proficient lexicon and employs suitable syntactic structures with a commendable arrangement of words.

Employ grammatical frameworks (such as tense, concordance, and pluralization) alongside recognized patterns and regulations.

Articulate a specific meaning through diverse grammatical formulations

Employ connective elements within written communication.

Employ the rhetorical structures and customary norms inherent in written communication.

Effectively fulfil the communicative objectives of written compositions in alignment with their designated form and purpose.

Articulate associations and correlations among events, elucidating relationships encompassing primary concepts, corroborative notions, novel information, provided data, overarching principles, and illustrative instances.

Discriminate between explicit and inferred meanings when engaged in the act of written expression.

Accurately communicate culturally nuanced allusions within the framework of the written discourse.

Develop and apply a range of writing strategies, such as accurately assessing audience understanding, using prewriting techniques, enhancing fluency in early drafts, integrating paraphrasing and synonyms, gathering insights from peers and teachers, and utilizing feedback to revise and edit effectively.

### **Aspects of Writing**

Students must attend to the writing aspect of the writing process to proficiently engage in practical written expression. The students' writing proficiency is observable through various facets of the writing process.

According to Jacobs et al. (1981), there are five categories of writing, which are the following:

**Content.** The authors demonstrate a remarkable ability to engage in divergent thinking, enabling them to generate novel and innovative ideas.

**Organization.** Writers demonstrate a seamlessly articulated expression of ideas, presenting them clearly and establishing well-supported relationships between paragraphs, ensuring logical coherence and effective sequencing.

**Vocabulary.** Authors possess an extensive lexicon comprising many words and idioms to convey intended information, attitudes, and emotions effectively. Moreover, they can employ suitable words, encompassing prefixes, suffixes, and idiomatic expressions.

**Language Use.** Authors exhibit proficiency in employing fundamental agreements among sentences, encompassing considerations such as tenses, numbers, word order, and

function. This includes the appropriate usage of articles, pronouns, and prepositions.

**Mechanics.** Authors demonstrate competence in written expression through proficient spelling, punctuation, capitalization, and paragraph structuring.

### **Paragraph**

A cohesive and unified paragraph adheres to a central theme, ensuring that all sentences revolve around a single main idea. The topic sentence, typically at the beginning, clearly conveys this core concept. Every supporting sentence should contribute directly to developing this central idea, establishing a cohesive flow of thought throughout the paragraph.

Transitional words and phrases enhance coherence by seamlessly connecting ideas and guiding the reader's understanding.

Transitional signals are grammatical connectors that facilitate a smooth flow of ideas between sentences and enhance a paragraph's coherence. These linguistic cues, such as "first," "second," "moreover," "however," and "in brief," serve as guideposts for the reader, establishing transparent relationships between clauses and sentences. By employing transitional signals effectively, writers ensure that their intended message is conveyed seamlessly, minimizing the risk of ambiguity or misinterpretation.

### **Writing Skills in Adolescents**

Several factors influence the development of writing skills during adolescence. Cognitive factors such as the maturity of abstract thinking and metalinguistic ability allow better handling of the linguistic and structural elements required for text composition. Socioemotional aspects such as perceived self-efficacy, interests and motivation are crucial in fostering writing practice. The pedagogical context implemented in the classroom, emphasising process-based approaches, metalinguistic strategies and feedback, supports the

gradual acquisition of skills, and stimuli from the family and social environment close to the student provide models of writing behaviour that influence his or her development as an author.

### **Cognitive Factors and English Writing Skills**

Several cognitive factors have been found to influence students' English writing skills. Working memory capacity, which is the ability to store and manipulate information temporarily, plays a vital role in writing (Kellogg, 1996). Students with higher working memory can better juggle multiple writing demands, like generating and organizing ideas while also attending to grammar and spelling (Kellogg, 2008). Metacognitive awareness, or knowledge and control of cognitive processes during writing, also contributes to writing quality (Torrance et al, 2007). Students who understand how to plan, monitor, and evaluate their writing tend to produce more muscular written work (Graham et al, 2005). Developing literacy-related cognitive strategies such as brainstorming, outlining, and revising have also been linked to writing achievement (Graham and Harris, 2005). Explicit strategy instruction can help students identify ways to more effectively manage the cognitive processing required for writing (Gillespie et al, 2014). Finally, lack of subject knowledge may cognitively overload students as they attempt to write, undermining the quality of their compositions (Kormos, 2011). Familiarity with a topic through readings or lectures improves writing by freeing up cognitive resources for organization and expression (Kellogg, 2008). In summary, one's cognitive abilities, use of strategies, and background knowledge all shape the complex cognitive processing underlying writing.

### **Linguistic Factors**

Linguistic factors and aspects of linguistic knowledge also influence L2 writing ability. Vocabulary depth, or the breadth and precision of one's lexical knowledge, underpins

fluent self-expression in writing (Laufer and Nation, 1995). Learners with smaller vocabularies face more challenges communicating their ideas on paper (Staehr, 2008). Beyond individual words, knowledge of syntax and grammar rules allows students to properly structure sentences and convey meaning by organising phrases and clauses (Ellis, 1994). Deficiencies in grammatical accuracy have negatively affected writing quality perceptions (Knoch et al, 2015). Additionally, mastery of cohesive devices like pronouns, transition signals, and referential consistency aids in linking ideas across sentences and paragraphs for a cohesive written text (Folse, 2004). Finally, pragmatic knowledge, including stylistic conventions and register variation, affects the appropriate use of formal vs. informal language and diction choices for different audiences and purposes (Bacha, 2010). The continuous development of lexical, grammatical, and pragmatic skills supports advanced L2 writing.

### **Sociocultural Factors and English Writing Skills**

Sociocultural aspects also shape L2 writing development. Students' cultural backgrounds embed various values, conventions, and thought patterns that affect their writing approaches (Hyland, 2002). Those from collectivist cultures may prioritize group harmony over individual viewpoint expression compared to more individualistic cultures (Graham et al, 2012). Gender differences also surface in writing themes, with males sometimes demonstrating more confidence in nontraditional topics than females (Anderson and Pennington, 2018). Students' motivations for writing are further motivated or hindered by their sociocultural context. Those valuing English for career or academic purposes tend to invest more effort than seeing it as a required school subject (Zhang, 2011). Classroom dynamics also impact writing as a supportive environment where freely exchanging opinions leads to riskier experimentation and growth (Storch, 2002). Students also draw significantly

on their peers' feedback, revising more substantively when collaborating versus writing independently (De Guerrero and Villamil, 2000). Altogether, these sociocultural lenses powerfully influence the international diversity in L2 students' writing approaches and performances.

### **Pedagogical Factors and English Writing Skills**

The pedagogical approaches implemented in the writing classroom also strongly impact students' development of L2 composition skills. Instruction utilizing multi-genre writing assignments and choices in writing topics supports student autonomy and intrinsic motivation (Graham et al, 2012). Process-based instruction, where drafting and revision receive significant time, fosters quality over just quantity of writing (Polio, 2012). Collaboration, whether peer-assisted or small group work, leads to deeper engagement as students learn from each other and consider diverse perspectives (Storch, 2002). Project-based writing curricula motivate learners through stimulating real-world applications (Beckett, 2002). Additionally, integrating technology supports multimodal expression, sustains focus, and develops digital literacy (Toven-Lindsey et al, 2015). Finally, explicit instruction of writing strategies and genre knowledge transcends surface-level writing to encourage higher-order thinking (Tardy, 2006). In summary, evidence-based pedagogical approaches strengthen student investment in writing and aid in internalizing composition skills transferable to varied academic and professional arenas.

## **Methodology**

### **Research Inclusion and Exclusion Criteria**

This study, which analyzes the use of Information and Communication Technologies (ICT) to enhance writing skills in English as a foreign language (EFL) in adolescents, established

clear inclusion and exclusion criteria in order to ensure that the research remained relevant and focused on its objectives. These criteria were based on aspects related to time and place.

### **Inclusion Criteria**

#### *Temporal criteria*

The study includes research published in the last 5 years, starting in 2019. This timeframe was chosen to ensure that the ICT tools explored in the inquiry are up-to-date and reflect recent technological advances. Given that technology evolves rapidly, limiting the study to these last few years ensures the relevance of the tools and approaches analyzed, especially in this digital age.

#### *Spatial criteria*

The study drew upon international publications from different parts of the world, focusing especially on non-English-speaking nations where learning English plays a crucial role in enhancing global competitiveness. By incorporating research from a variety of regions, the study offers a more comprehensive perspective on how ICT can support the development of writing skills in EFL learners, presenting findings that can be tailored to a global framework.

## **Exclusion Criteria**

### ***Temporal Criteria***

Research published before 2019 was excluded to avoid obsolete ICT tools. Given the rapid evolution of technology, previous studies may not accurately reflect current ICT capabilities and applications in language learning.

### ***Spatial Criteria***

International publications conducted in countries where English is the primary language, such as the United States, United Kingdom, and Australia, were excluded. The learning environment in these countries differs significantly from non-English speaking nations where English is not the official language in order to maintain the relevance of the EFL experience.

## **The Database**

The database from which they were obtained the research articles for this study were primarily obtained from the EBSCO database, a comprehensive and trusted academic resource widely used in educational research. EBSCO provided access to a range of peer-reviewed journals, articles, and publications relevant to the use of Information and Communication Technology (ICT) in language learning.

Following a thorough bibliographical revision, a descriptive study is presented through a documentary review of ICT helpful in improving writing skills in EFL. Arguello and Molina (2020) suggest that the primary aim of a descriptive investigation is to provide a thorough depiction of the essential elements of a phenomenon, enabling a more profound comprehension of its behavior and structure.

Understanding the various digital technologies that have supported the development of writing skills is essential, as they promote effective skill acquisition among adolescents

through creativity, innovation, and guided supervision.

The document presents four stages.

### **Stages of Study**

**Stage 1** Documentary examination.

**Stage 2** Documentary appraisal.

**Stage 3** Documentary consideration.

**Stage 4** Paper Planning.

### **Explanation of the Four Stages**

#### **Stage 1 Documentary Examination**

The first stage is documentary examination in which I gathered and reviewed important articles and studies related to the topic. In order to find information on how ICT tools can help improve writing skills in students learning English as a foreign language EFL.

#### **Stage 2 Documentary Appraisal**

The second stage is documentary appraisal. In this stage I performed a critical evaluation of the sources collected in Phase 1 in which I carefully examined the quality, relevance and reliability of each source to ensure that I only included the most credible and useful studies in terms of quality, relevance and reliability to ensure that the research was based on high quality and well-substantiated information.

#### **Stage 3 Documentary Consideration**

The third stage is documentary consideration for this stage examines how the information gathered fits with the research objectives. In this stage I focus on identifying key issues in terms of technology and writing skills in order to determine how the existing knowledge from the articles links to answering the problem statement of the monograph.

#### **Stage 4 Paper Planning**

The fourth stage is paper Planning in which the information gathered and evaluated in the previous stages was organized and structured in order to determine how to integrate the documentary findings and plan how to present these findings so that they are clear and understandable.

The information gathered is characterized by its solidity and veracity, supported by questions such as "What?" or "Which?" which aim to systematically identify and classify the references necessary for the characterization of the case in question (see the stages).

The conceptualization of the case and its definition from different approaches become essential. In this sense, the data collection method used was documentary analysis, which plays a fundamental role since it facilitates the realization of an exhaustive study to evaluate and analyze the content effectively.

#### **Annotated Bibliography**

**Table 1**

*Authors, Information and Communication Technologies (ICT) and article summary*

Authors	Information and Communication Technologies (ICT)	Summaries of articles
<p>Yunus, M. M., Hashim, H., Hashim, H. U., Yahya, Z. S., Sabri, F. S., &amp; Nazeri, A. N. (2019). Kahoot!: Engaging and Active Learning Environment in ESL Writing Classrooms. International Journal of Innovation, Creativity and Change, 5(6), 141-150</p>	Kahoot	<p>teaching writing in ESL classrooms to enhance engagement and active learning. The study at University Kebangsaan Malaysia involved distributing a 25-question survey questionnaire to 40 TESL third-year undergraduates. The findings revealed that most students had used Kahoot in lessons and felt its usage enhanced their learning experiences. Additionally, students agreed that blending the learning experience with tools like Kahoot is necessary for teaching writing effectively. The study also highlighted that Kahoot makes learning more competitive, with students focusing on answering questions correctly to improve their rankings in the game. Participants expressed that Kahoot helped them learn in fun ways, improve their vocabulary, and</p>

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		<p>understand English comprehension better. However, the study noted limitations, such as time constraints, for asking challenging questions that accurately assess students' knowledge.</p>
<p>Azam, F. K. K., Fadhil, F., &amp; Yunus, M. M. (2019). We are enhancing ESL learners' writing skills via ProVWRIT. <i>International journal of academic research in business &amp; social sciences</i>, 9(1). <a href="https://doi.org/10.6007/ijar_bss/v9-i1/5467">https://doi.org/10.6007/ijar_bss/v9-i1/5467</a></p>	<p>Kahoot</p>	<p>The article examines the effectiveness of using proverbs (ProvWrit) through the game-based learning platform Kahoot and the online forum PinUp to enhance ESL learners' writing skills. It used a quasi-experimental action research design with 29 Form 1 students and 27 Form 3 students from two suburban secondary schools in Malaysia. ProvWrit helped improve the student's writing performance, as evidenced by the higher mean scores in the post-tests compared to the pre-tests in both schools. The differences were statistically significant. Incorporating proverbs into the writing lessons promoted the students' creativity, critical thinking, and confidence in using proverbs correctly in their writing. The integration of technology through Kahoot</p>

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Lim, P. R., & Noor, N. M. (2019). Digital storytelling is a creative teaching method that promotes secondary school students' writing skills. *International journal of interactive mobile technologies*, 13(07), 117. <https://doi.org/10.3991/ijim.v13i07.10798>

quizzes and PinUp forum discussions made the writing lessons interactive and engaging for the students.

The study demonstrates that ProvWrit is an effective tool for enhancing ESL learners' writing skills.

It suggests that teachers should consider incorporating proverbs and technology-enhanced activities in their writing instruction.

The research study in Malaysia focused on utilizing digital storytelling to enhance secondary school students' writing skills. The study introduced a new teaching approach for Malaysian English language teachers to improve students' writing performance through technology integration.

Students were tasked with creating five-page stories based on thematic tags such as 'celebration' and 'technology' using laptops provided to them.

The findings indicated a significant improvement in students' writing skills, particularly in grammar,

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Kazazoğlu, S., & Bilir, S. (2021). Digital Storytelling in L2 Writing: The effectiveness of «Storybird Web 2.0 Tool». Turkish Online Journal of Educational Technology, 20(2), 44-50.  
<http://files.eric.ed.gov/fulltext/EJ1304892.pdf>

language usage, clarity, style, and character development.

The research demonstrated that digital storytelling elements are crucial in cultivating students' English writing skills and enhancing their writing performance. The study recommended that teachers enhance their computer self-competence through training and explore new digital storytelling tools with similar elements to continue effectively promoting students' writing abilities.

The article explores the effectiveness of the Digital Storytelling Web 2.0 tool in enhancing L2 writing skills, particularly for Generation Z students in Turkish middle schools.

It addresses the increasing use of computer assisted instruction in language education and the role of digital storytelling in improving literacy skills. The study highlights the positive impact of Storybird on students' perspectives towards L2 writing, emphasizing the importance of technology integration in engaging Gen Z learners.

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<p>Alemi, Minoos &amp; Givi, Samira &amp; Rezanejad, Atefeh. (2022). The Role of Digital Storytelling in EFL Students' Writing Skill and Motivation. <i>Language Teaching Research</i>. 32. 16-35. 10.32038/ltrq.2022.32.02.</p>	<p>Digital storytelling</p>	<p>Additionally, the research underscores the benefits of real audience engagement and the sense of ownership created through digital storytelling platforms like Digital Storytelling. The findings suggest that Storybird effectively creates authentic language learning environments and motivates students to write in foreign language classrooms.</p> <p>The article explores the effectiveness of Digital Storytelling (DST) to enhance young EFL learners' writing skills and motivation.</p> <p>The study involved a 10-session educational intervention where participants created digital stories collaboratively using Cartoon Story Maker. Results showed a significant improvement in writing skills after the DST program, indicating its positive impact on learners' abilities to form correct structures, use vocabulary and punctuation, and develop coherent stories.</p> <p>Participants found DST engaging and effectively improving their writing through collaborative writing activities.</p> <p>The study highlights the importance of innovative</p>
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Arif, Fatin & Noah, Joanna & Rostam  
Affendi, Faiza & Yunus, Melor. (2020).  
paddle your way into writing- integrating  
pallet for ESL learners.  
International Journal of Scientific &  
Technology Research. 9.

Padlet

and engaging approaches, like DST, in teaching writing to young EFL learners, addressing challenges related to interest, exposure to authentic texts, and lack of inspirational tasks.

The article explores the integration of Padlet as a writing strategy for ESL learners, focusing on students' perceptions, advantages, and challenges. It highlights the importance of technology in modern and the need for innovative approaches to teaching and learning.

Writing is identified as a challenging skill for ESL learners, emphasizing the complexity of organization, content, and idea development.

The study reveals that Padlet aids students in their writing process, helping them organize thoughts, learn new vocabulary, and generate ideas collaboratively. However, challenges such as limited access to devices and internet connectivity hinder the full implementation of Padlet in the classroom.

The research underscores the benefits of using Padlet to enhance ESL writing skills and emphasizes the importance of adapting teaching methods to engage

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Radwan, Salwa & Alfaqeh, Ahmed & Qoura, Aly. (2022). Using the Padlet Application to Improve EFL Writing Skills of Secondary Stage Students and their Attitudes towards Writing.	Padlet	<p>students effectively in the digital age.</p> <p>The article "Using the Padlet Application to Improve EFL Writing Skills of Secondary Stage Students and their Attitudes towards Writing" explores the effectiveness of Padlet in enhancing writing skills and attitudes towards writing among first-year students at Sandoub Secondary School for girls in Mansoura City.</p> <p>The study found that using Padlet positively impacted the students' EFL writing skills, improving writing proficiency and engagement. Additionally, the participants' attitudes towards writing showed a positive shift after using the Padlet application, indicating increased interest and motivation in writing tasks.</p> <p>These findings suggest integrating technology tools like Padlet can enhance EFL writing instruction in secondary schools, providing interactive and engaging writing activities that support skill development and foster positive attitudes towards writing.</p>
Jong, Bonaventure & Tan, Kim Hua &	Padlet	<p>The article discusses using Padlet as a technological tool for assessing students' writing</p>

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+, Tan. (2021). Using Padlet as a Technological Tool for Assessment of Students' Writing Skills in Online Classroom Settings. *Journal of International Education and Practice*. 9. 411- 423. [10.18488/journal.61.2021.92.411.423](https://doi.org/10.18488/journal.61.2021.92.411.423).

skills in online classroom settings.

It emphasizes the importance of teaching writing skills in English language education, highlighting writing as crucial for strengthening vocabulary, grammar, critical thinking, and communication abilities. The study aims to analyze the feasibility of using Padlet for writing assessments among primary students. Assessment in writing is considered challenging, and teacher often face difficulties in evaluating students' writing skills effectively. Writing well is essential for assessing students' learning progress and is highly valued by educational institutions and employers.

The article also addresses the significance of technology in education, with teachers transitioning to a student-centred approach and utilizing online platforms like Padlet to facilitate learning.

Furthermore, the study explores how Padlet can enhance student engagement, motivation, and collaboration during writing assessments. It presents interview questions focusing on the ease of use, interest, suitability, practicality, and motivational impact of Padlet in

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Suhaimi, N. D., Mohamad, M., & Yamat, H. (2019).  
the effects of whatsapp in teaching narrative writing: a case study.  
Humanities & social sciences reviews, 7(4), 590-602.  
<https://doi.org/10.18510/hs sr.2019.7479>

WhatsApp

writing assessments.

The article underscores the potential benefits of integrating

Padlet into language teaching practices to improve writing skills and assessment processes in online learning environments.

The study focused on the effects of using WhatsApp in teaching narrative writing to Grade 6 pupils, specifically in vocabulary and grammar. Data collection methods included document analysis, focus group interviews, and researcher's field notes.

The narrative writing process involves orientation, events, complications, and resolution. The post-test results showed a significant improvement in vocabulary for 75% of participants, while grammar did not show a notable effect.

The study highlights the potential of mobile messaging apps like WhatsApp to enhance students' motivation and skills in narrative writing.

Recommendations for future research include exploring the use of WhatsApp in teaching other language skills and extending the study duration for

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Hartati, N., Nugroho, A. D., & Subekti, N. B. (2022). Developing junior high students' writing skills through WhatsApp Messenger. *Foster: Journal of English Language Teaching*, 3, 224-234. 10.24256/foster-jelt.v3i4.112.

WhatsApp

increased validity.

The study was conducted with Grade 6 pupils in Malaysia, emphasizing the importance of considering students' language proficiency levels and access to English learning resources outside the classroom.

The article mentions WhatsApp Messenger has proven to be an effective tool for developing junior high students' writing skills. In their study, they highlight that WhatsApp facilitates informal yet structured communication, allowing students to practice writing in a familiar and comfortable digital environment.

The messaging platform encourages regular writing practice through activities like dialogue journaling and peer feedback, which boost students' engagement and motivation.

Additionally, the study found that WhatsApp promotes collaboration, as students can exchange ideas and receive immediate feedback from teachers and peers, helping them refine their grammar,

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Noyan, Ebru & Kocoglu, Zeynep.  
(2019).  
Developing EFL Writing Skills  
through WhatsApp Dialogue  
Journaling.  
Advances in Language and Literary  
Studies. 10. 38.  
10.7575/aiac.all.v.10n.2p. 38.

WhatsApp

vocabulary, and overall writing coherence. As a result, WhatsApp emerges as a practical, accessible tool that significantly enhances students' writing abilities in English

The article focuses on the effectiveness of using WhatsApp dialogue journaling compared to traditional pen-and-paper methods in improving EFL writing skills among Turkish university students.

The study revealed no substantial difference in writing performance between the two groups. However, both groups exhibited favorable attitudes toward dialogue journaling.

The article emphasizes the potential advantages of technology in language learning and recommends that educators use dialogue journaling to monitor student progress and make informed decisions about instruction. Limitations of the study include the small sample size and the necessity for a more customized scoring rubric for the writing assessments of the WhatsApp group.

The article provides insights into innovative teaching

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<p>Binti Azlan, Nurul Afifah &amp; Yunus, Melor. (2020). Undergraduates' Student Perceptions of Social Networking Sites to Improve English Writing Skills in Malaysia. International Journal of Learning, Teaching and Educational Research. 19. 329-351. 10.26803/ijlter.19.3.18.</p>	<p>Social networks</p>	<p>methods for enhancing EFL writing skills. The article explores undergraduates' perceptions of using social networking sites to enhance English writing skills in Malaysia. It highlights students' challenges in English writing, such as vocabulary limitations and difficulty organizing ideas. The article discusses how social media platforms like Twitter can expand vocabulary and boost confidence in English applications. The research emphasizes integrating social networking tools into ESL writing classrooms to leverage their strengths. The findings suggest that social media can play a significant role in improving English writing skills among university student's in Malaysia.</p>
<p>Sarango, N. G., &amp; Castro, C. J. (2023). The pedagogical use of social networks to improve writing skills with EFL students</p>	<p>Social networks</p>	<p>Moreover, it encourages its use in the classroom. Social networks are considered motivational tools for language learning, particularly in writing. The research employed qualitative and quantitative methodologies to analyze the impact of social networks on the writing process. Results show a high</p>

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from Nabón Third Grade High School.

RUNAS. Journal of Education and

Culture, 4(7), e230101.

<https://doi.org/10.46652/runas.v4i7.101>

Shahzadi, Amina & Kausar, Ghazala.

(2020). Using Social Media to Improve

Students' English Writing Skills: A

Mixed Method Study. Journal of

Research in Social Sciences. 8.

[10.52015/jrssi.8i1.71](https://doi.org/10.52015/jrssi.8i1.71).

Social networks

percentage of students using social media to keep in touch with family and engage in activities like posting photos and typing comments.

The importance of social networks in the English language teaching-learning process is highlighted, with a majority of students considering them crucial.

The study involved third-grade students aged 17-18, studying at a B1 level of English, and focused on implementing social networks to enhance writing skills through interactive activities.

The findings support integrating social networks in the classroom

to motivate students and improve their English writing proficiency.

The research titled "Using Social Media to Improve Students' English Writing Skills: A Mixed Method Study" examines the effectiveness of social media, particularly Facebook, in enhancing undergraduate students' English writing skills.

Conducted at a public sector university in Pakistan, the study utilized a mixed method research design, incorporating surveys, pretest and posttest

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experiments, and focus group discussions with students. Key findings indicate that many universities students use social media, with Facebook being the most popular platform. As reported in the experiment, engaging in discussions on Facebook improved students' writing skills. Focus group discussions revealed that students found using Facebook for writing practice exciting and motivating, offering a unique learning experience through peer and teacher engagement. The article also outlines rules for conducting discussions on the Facebook group page, emphasizing respectful behavior, regular participation, and specific post/comment sizes. Furthermore, the research methodology involved analyzing pretest and posttest paragraphs based on various writing components. The study underscores the positive impact of utilizing social media, particularly Facebook, for English writing practice among undergraduate students, highlighting its potential for enhancing writing skills and fostering engaging learning experiences. Research at MAN 1 Gresik aimed to investigate

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F., Syaifuddin, S., & Abdi, W. M. (2021). Students' perception of using TikTok video in learning writing descriptive text at MAN 1 Gresik. *Journal of Research on English and Language Learning*, 2(1), 164. <https://doi.org/10.33474/j-reall.v2i1.9017>

Konferensi Ilmiah Pendidikan

Universitas Pekalongan. (2021).

TikTok

students' perceptions of using TikTok to learn how to write descriptive texts. Researchers surveyed 85 students and found they had a favorable view of TikTok's contribution to learning. Using TikTok helped improve motivation, engagement, and participation in the learning process. The study used a descriptive quantitative approach, analyzing the data through this approach. The results indicated that TikTok videos positively influenced students' writing activities, with an average score of 3.84.

The findings suggest that integrating TikTok into educational practices can create a contextual and meaningful learning environment, mainly when writing descriptive texts.

Educators are encouraged to use social media platforms like TikTok to improve student participation and learning outcomes in language education.

The article discusses the development of educational content on TikTok as a learning media for hortatory

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Development of Learning Media through  
Educative Videos on TikTok Content for  
Hortatory Exposition Text in Writing for  
Professional Context. In Proceedings of the  
Universitas Pekalongan Educational  
Conference (pp. 1-10). Retrieved from  
<https://proceeding.unikal.ac.id/index.php/kip>

exposition text in professional writing contexts. It highlights the rapid growth of digital technologies, emphasizing the characteristics of new media such as networkability, compressibility, interactivity, and impartiality. Writing transforms thoughts into written language, involving idea generation, organization, and expression.

Researchers have explored using TikTok videos to enhance writing skills, particularly in hortatory exposition text.

The study involved creating three TikTok videos aligned with the hortatory exposition text material. Feedback from students indicated a high interest in learning hortatory exposition text for writing.

The research aimed to provide an alternative and engaging method for teaching writing skills, leveraging social media platforms like TikTok.

The article references previous studies using videos, pictures, and social media like Facebook to teach writing skills.

It highlights the effectiveness of these methods in

Elsa Sonia Virgin; Laily Nur Affin.  
(2022). The use of tiktok application  
for descriptive text in english writing  
for the tenth grade of vocational high  
school - upgris Repo.  
[http://eprints.upgris.ac.id/i  
d/eprint/1408](http://eprints.upgris.ac.id/id/eprint/1408)

TikTok

improving students' writing abilities, especially in hortatory exposition text. The research findings suggest that incorporating TikTok videos as educational tools can benefit students and educators in professional writing.

This study aims to explore the benefits of using the TikTok application for writing descriptive texts and to determine whether TikTok helps students address challenges they encounter while writing. The research was conducted with 10th-grade students at SMK Yatpi Godong, which has a total of 32 students in this grade.

The researchers used a questionnaire consisting of open-ended questions to gather survey data. This qualitative research relied on words and images rather than numerical data.

The open-ended questions allowed the researchers to collect information from students, which was then converted into percentages. After analyzing and interpreting the data, the results show learning descriptive text material.

On the other hand, 13.64% of students felt that

Guzmán Gámez, D. Y., & Moreno  
Cuellar, J. A. (2019). Plotagon is used  
to enhance the English writing skills of  
secondary school students. \*Profile:  
Issues in Teachers'  
Professional Development, 21\*(1), 139-  
153.[https://doi.org/10.15446/pr  
ofile.v21n1.71721](https://doi.org/10.15446/pr<br/>ofile.v21n1.71721)

Plotagon

TikTok did not offer many benefits in their learning. Regarding the usefulness of TikTok in studying descriptive texts, 63.64% of students said it was helpful, while 36.36% disagreed. Lastly, 72.73% of students reported facing challenges when writing descriptive texts using TikTok, while 27.27% stated they had no difficulties, as they had already mastered the material.

The article discusses the implementation of Plotagon, a digital storytelling tool, to enhance students' writing skills in English. The study involved interventions where students created digital stories on various topics. Findings revealed a significant improvement in students' written production, evidenced by an increase in the number of words written and the quality of them scripts. The tool improved writing skills and increased students' motivation and interest in learning English. Despite some limitations, such as technical issues and student preferences, the overall impact of Plotagon on students' language skills were positive. The study emphasizes the importance of student

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Wahjuningsih, E., Santihastuti, A.,  
Kurniawati, I., & Arifin,  
U. M. (2020). "Storyboard That" Platform to  
Boost Students' Creativity: Can It Become  
Real? IOP Conference Series: Earth and  
Environmental Science, 485, 012095.  
doi:10.1088/1755- 1315/485/1/012095

engagement, appropriate activities, and  
understanding students' language difficulties in  
teaching writing effectively.

Plotagon effectively enhanced students' language skills  
and  
motivation in learning English through engaging digital  
storytelling activities.

The article discusses using the "Storyboard That"  
platform to improve students' creativity in the  
classroom. It emphasizes the importance of creativity  
in 21st-century learning and how platforms like  
"Storyboard That" can help students express them  
ideas through written comics. The platform  
encourages students to think creatively about  
characters, settings and dialogue, fostering a student-  
centred and collaborative learning environment.  
Research in a language learning class showed

that students were actively involved in the  
creation process, although some needed  
assistance because they were new to the  
platform. Feedback from peers and researchers

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MP, M. R., & Khatimah,  
K. (2022, 25 agosto).  
Improving Students' Writing Skills by Using  
Storyboard at Junior High School.  
[https://journals.umkt.ac.id/  
index.php/bsr/article/view/ 2941](https://journals.umkt.ac.id/index.php/bsr/article/view/2941)

Storyboard That

helped students improve their writing skills. The study concluded that "Storyboard That" effectively promotes creativity and challenges students to express their thoughts and feelings through comics.

The research titled " Improving Students' Writing Skills by Using Storyboard at Junior High School" examines that is a valuable digital tool for improving writing skills, especially in educational settings. By allowing students to create visual storyboards, the platform encourages them to think critically about narrative structure, character development, and sequencing, which are essential components of writing.

Through its easy-to-use interface, students can organize their thoughts, develop coherent plots, and visually outline their ideas before turning them into written text. This process not only enhances their creativity but also helps them understand how to effectively structure stories and essays.

Storyboard That fosters both creativity and

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Fahmi, Sri & Rachmijati, Cynantia. (2021). Grammarly Improving students' writing skills using grammar application for second grade in senior high school project (Professional Journal of English Education). 4. 69. 10.22460/project.v4i1.p69-74.

organization, making

it a powerful tool for learners who are working on developing and refining their writing skills in a fun and interactive way.

The research on second-grade students in senior high school aimed to improve students' writing skills using the Grammarly application. The study involved two action and observation cycles. In the first cycle, students were taught about explanation text structures and language features, followed by free writing to express their ideas. In the second cycle, students used Grammarly to identify and correct errors in their written texts, reducing mistakes without hindering their ability to express ideas. The findings suggested that Grammarly can enhance students' writing abilities by helping them find and correct errors, improving their writing clarity and conciseness.

The study emphasized the importance of students being confident in conveying their ideas in written form and recommended that teachers pay serious attention to students' writing errors to facilitate

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Grammarly

improvement.

This case study aimed to assess the effectiveness of using Grammarly in EFL (English as a Foreign Language) writing over a 16-week experimental period at a four-year University in China.

A total of 43 sophomore English majors participated in the study. Students' writing performance and their perceptions of using Grammarly were evaluated through a pre-test, a post-test, and a questionnaire.

The findings showed a significant improvement in students' Writing performance over the 16-week intervention.

Based on written feedback, the students expressed satisfaction With the AI-based writing evaluation tool.

These results suggest that incorporating Grammarly into writing classes is an effective method for EFL students to enhance their writing skills and can also help teachers reduce their teaching Workload.

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Afdaliah, N., Uswatunnisa, U., & Marlina, Google Docs

R. (2019). The use of google docs to improve students' writing ability.

Inspiring, 2(1), 73-

82. <https://doi.org/10.35905/in>

spiring.v2i1.1266

The research article titled "The Use of Google Docs to Improve Students' Writing Ability" by Nihla Afdaliah, Uswatunnisa, and Rina Marlina from STAIN Majene explores the impact of utilizing Google Docs in enhancing students' writing skills and interest in learning writing.

The study employed a quasi-experimental design with an experimental and control class involving pre-tests, treatments, and post-tests. Results indicated that the mean score of the experimental class, which utilized Google Docs, was higher than that of the control class. Statistical analysis supported the hypothesis that using Google Docs significantly improves students' writing skills.

Students expressed interest in learning to write through Google Docs, as evidenced by the questionnaire results.

The research contributes to the theory development in learning writing and provides valuable insights for English teaching and learning practices, particularly in writing classes.

Nabhan, S., & Sa'diyah,  
H. (2021). Collaborative writing using  
Google Docs in an EFL classroom:  
Voices from high school students.  
VELES (Voices of English Language  
Education Society), 5(2),  
156-166.  
<https://doi.org/10.29408/veles.v5i2.3863>

Google Docs

The findings underscore the importance of incorporating innovative ICT tools like Google Docs to enhance student's writing abilities and foster their interest in writing.

The use of technology in teaching and learning is essential in the digital era. One such tool utilized in English classrooms is Google Docs. However, there has been limited discussion about its use for collaborative writing, especially in high school EFL (English as a Foreign Language) classes. Therefore, this study aims to explore EFL students' perceptions of using Google Docs for collaborative writing in an English class at a senior high school. The researchers conducted a qualitative case study to address this issue. Data were collected through interviews with students from a private school in Sidoarjo, East Java, Indonesia.

Classroom observations and the analysis of student portfolios were also used to triangulate the data and support the study's primary objective.

The data were then analyzed thematically. The study identified two main themes: the benefits and

Galarza Pucha, Jairo Patricio. (2020).  
Improving Writing Through Collaborative  
Learning and Google Docs. Presented as  
Partial Fulfillment for the Degree of  
Magíster en Pedagogía de los Idiomas  
Nacionales y Extranjeros con Mención en la  
Enseñanza de Inglés. Universidad Casa  
Grande. Departamento de Posgrado,  
Guayaquil. 39 p.

Google Docs

challenges of using Google Docs for collaborative writing. Students' enthusiasm, digital literacy, social skills, and writing abilities improved when using Google Docs for collaborative writing.

However, students faced challenges related to internet connectivity, access to necessary devices, and their individual Skills. The findings of this study may have practical implications for English classrooms.

The primary goal of this research was to determine whether collaborative learning influenced the ability to write short texts in English using Google Docs. The students were enrolled in programs at a public institution in Ecuador.

A total of 56 students participated in the study. Data collected from pre- and post-test interviews were used to address the research questions. At the end of the pedagogical implementation, a statistically significant improvement was observed in the post-test results within the same group.

The results indicated that collaborative learning to

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write short texts in Google Docs positively impacted writing ability, as the pretest scores averaged 4, while the posttest scores increased to 7.73. Additionally, participants expressed a positive and motivating outlook regarding the future use of collaborative learning to enhance their writing skills. The study suggests that English as a Foreign Language (EFL) teachers incorporate collaborative learning strategies into the English curriculum to help achieve the learning objectives of the course.

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*Note.* Own elaboration. Authors, Information and Communication Technologies (ICT) and article summary

**Table 2**

*Categorization of (ICT) versus writing according to the Common European Framework and authors*

Information and Communication Technologies (ICT)	Authors	CEFR Level	Category according to writing skills	Description
Kahoot	- Yunus, M. M., Hashim, H., Hashim, H. U., Yahya, Z. S., Sabri, F. S., & Nazeri, A.N. (2019). Azam, F. K. K., Fadhil, F., & Yunus, M. M. (2019).	A2	Vocabulary	At level A2 of the Common European Framework of Reference for Languages (CEFR), Kahoot offers teenagers valuable opportunities to improve their vocabulary and writing skills. Through interactive quizzes, games and activities, students write short essential words or complete phrases related to every day topics and contexts. This practical approach allows teens to practice writing actively, thus, improving their writing skills. Kahoot's interactive nature encourages teens to participate actively, making the vocabulary acquisition enjoyable and engaging. Kahoot is an effective tool for A2-level teens to expand their vocabulary and improve their writing skills in a fun and interactive way.

Digital Story Telling	<p>- Lim, P. R., &amp; Noor, N. M. (2019).</p> <p>- Kazazoğlu, S., &amp; Bilir, S. (2021).</p> <p>-Alemi, Minoo &amp; Givi, Samira &amp; Rezanejad, Atefeh. (2022).</p>	B1	Vocabulary	<p>Digital storytelling is a precious tool for improving vocabulary at the intermediate level of B1, as it provides a dynamic and immersive learning experience. Through multimedia elements such as images, videos, and audio, teens are exposed to new words in meaningful contexts, facilitating understanding and retention. Interactive features engage teens actively, allowing them to practice and reinforce English language vocabulary effectively.</p>
Padlet	<p>- Arif, Fatin &amp; Noah, Joanna &amp; Rostam Affendi, Faiza &amp; Yunus, Melor. (2020).</p> <p>- Radwan, Salwa</p>	B1	Cohesion and Coherence	<p>Padlet is an invaluable tool for improving cohesion and consistency in English language writing skills at intermediate level B1 by providing teens with opportunities to organize and connect ideas effectively.</p> <p>Through its user-friendly interface and collaboration features, Padlet allows teens to create visually appealing writing environments</p>

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	<p>&amp; Alfaqeh, Ahmed &amp; Qoura, Aly. (2022). - Jong, Bonaventu re &amp; Tan, Kim Hua &amp;, Tan. (2021).</p>		<p>to exchange ideas, outline them thoughts and structure their writing logically. Teens can use Padlet to create virtual bulletin boards to visually plot their writing projects, organize critical points and supporting details and establish transparent relationships between ideas. In this way, they develop skills in cohesion and coherence in writing ability by promoting effective communication and expression in the second language.</p>
WhatsApp	<p>- Suhaimi, N. D., Mohamad, M., &amp; Yamat, H. (2019). - Hartati,N. Nugroho, A. D., &amp; Subekti, N. B. (2022).</p>	A1      Spelling	<p>WhatsApp is a valuable tool for improving writing skills, especially at level A1, by offering ways to practice basic spelling and consolidating the acquisition of new vocabulary. Through creating WhatsApp groups and direct messaging features, educators can spread lists among teens that include simple and high-frequency words, facilitating the practice of spelling in an informal and low-pressure environment. This approach allows teenagers to perform spelling exercises and encourages active participation in writing activities. The informal nature of WhatsApp</p>

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	- Noyan, Ebru & Kocoglu, Zeynep. (2019).			communication reduces the anxiety associated with writing tasks, fostering a conducive environment for teens to improve their writing skills through constant practice.
Social networks	- Binti Azlan, Nurul Afifah & Yunus, Melor. (2020).	B1	Vocabulary	Adolescents must have a solid knowledge of a range of vocabulary to communicate effectively in various situations at level B1 of the Common European Framework of Reference (CEFR). Social media can be particularly beneficial in supporting vocabulary acquisition and development at this level. One of the main advantages of social networks is the exposure they provide to a diverse vocabulary. B1-level students can find various words and expressions through interactions with users worldwide, expanding their lexical knowledge. This exposure to a wide range of vocabulary used in authentic communication helps reinforce the understanding and use of terms in context.
	- Sarango, N. G., & Castro, C. J. (2023).			
	-Shahzadi, Amina & Kausar, Ghazala. (2020).			

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TikTok	<p>- Nabilah, A., Larassati, D., Lazuwardi yyah, F., Syarifuddin, S., &amp; Abdi, W. M. (2021). -Konferensi Ilmiah Pendidikan</p>	B1	Vocabulary	<p>Social media platforms offer contextualized learning opportunities, allowing B1-level students to observe the vocabulary used in real-world situations.</p> <p>By seeing how words and phrases are applied in authentic interactions, students can better understand their meanings and improve their ability to use them correctly in their writing.</p> <p>At level B1 of the Common European Framework of Reference for Languages (CEFR), TikTok emerged as a very effective tool for improving vocabulary acquisition and writing skills at this level.</p> <p>Its short-format video platform exposes teens to a wide range of words and vocabulary expressions from creators of various backgrounds, fostering familiarity with the new vocabulary in context.</p> <p>TikTok shows vocabulary in authentic and conversational environments, reinforcing understanding by representing words in practical situations.</p>
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	<p>Universita s Pekalonga n. (2021). - Elsa Sonia Virgin; Laily Nur Affin. (2022).</p>		<p>In addition, the multimedia nature of TikTok videos, which combine text, images, audio and creators' personalities, facilitates vocabulary retention through multi-sensory association.</p> <p>The platform's interactive features allow teens to interact with creators and other viewers, fostering discussions that clarify the use of vocabulary and appropriateness.</p> <p>TikTok is a dynamic and engaging tool for B1-level teens to expand their vocabulary and improve their writing skills authentically and interactively.</p>
<p>Plotagon</p>	<p>- Guzmán Gómez, D. Y., &amp; Moreno Cuellar, J. A. (2019).</p>	<p>B2  Cohesion and Coherence</p>	<p>Plotagon is particularly effective for improving cohesion and coherence in writing, as it allows teens to develop and present cohesive narratives with structured plots, coherent character interactions, and logical story progression.</p> <p>At the B2 level, teens are expected to demonstrate the ability to produce coherent and well-structured texts, and Plotagon provides a platform for teens to practice these skills creatively and engagingly.</p> <p>Plotagon users can ensure consistency in their</p>

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Storyboard  That	Santihastu  ti, A.,  Kurniawat  i, I., &  Arifin, U.  M. (2020).	B2	Cohesion and  Coherence	<p>stories by organizing events logically, maintaining consistency in character behavior and dialogue, and using cohesive devices such as transitions to connect ideas seamlessly. Plotagon's visual and multimedia features enable teens to enhance cohesion by incorporating visual cues and audio elements that support the overall coherence of the narrative.</p> <p>Plotagon offers students a valuable opportunity to develop their ability to create cohesive and coherent written texts through storytelling and narrative construction.</p> <p>Storyboard That is especially effective in improving cohesion and consistency in writing, offering teens a platform to craft narratives characterized by structured storylines, coherent characters, and a logical progression.</p> <p>At intermediate level B2, adolescents are expected to demonstrate the ability to produce well-structured and complex texts that demonstrate coherence and cohesion.</p>
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<p>-MP, M.R., &amp; Khatima h, K. (2022).</p>	<p>Storyboard That serves as a valuable tool to hone these skills, allowing you to participate in narrative construction by creating visual stories and presentations.</p> <p>Through this medium, teens can organize events logically, maintain consistency in character behavior and dialogue, and employ cohesion devices to connect ideas.</p> <p>Storyboard provides customizable templates and characters that allow users to visually represent their concepts, making clarifying and reinforcing narrative coherence easier.</p>			
Grammarly	<p>- Fahmi,Sri &amp; Rachmij ati, Cynanti a. (2021).</p>	B1	Grammar	<p>At level B1 (intermediate) of the Common European Framework of Reference for Languages (CEFR), Grammarly is particularly effective in improving grammar.</p> <p>Teens at level B1 are expected to demonstrate increasing accuracy in their use of grammar, moving from basic sentence structures to more complex constructions. Grammarly’s comprehensive assistance in identifying and correcting grammatical errors is valuable at this level.</p>
	<p>- Huang,</p>			
	<p>Hui- Wen &amp; Li,</p>			

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Zehui & Taylor,

Linda. (2020).

By providing real-time feedback tailored to the user's proficiency level, Grammarly helps B1-level teens develop more accurate and polished written texts, improving their writing competence.

While teenagers at lower levels (A1/A2) may lack the grammatical basis to fully utilize Grammarly's suggestions and those at higher levels (B2/C1/C2) may have more excellent knowledge of grammar, Teens at level B1 may benefit more from Grammarly's support to solidify their grammatical understanding and move toward a more complex and nuanced level of writing.

Therefore, Grammarly's focus on grammar is valuable for improving writing skills and grammar proficiency.

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*Note.* Own elaboration. Categorization of (ICT) versus writing according to the Common European Framework and authors.

## Results and Discussion

Data analysis revealed that the incorporation of ICT tools, such as Kahoot, Padlet, and social media platforms, significantly improved adolescents' engagement and motivation in the EFL writing process. Adolescents claimed to feel more enthusiastic and involved in their writing activities when using these interactive and playful tools. The element of fun and competition inherent in the ICT tools helped to maintain adolescents' interest and encouraged their active participation in the writing tasks.

The study revealed that the use of ICT tools, such as Digital storytelling, Plotagon, and Google Docs, had a positive impact on the different stages of the writing process. Adolescents demonstrated better planning and organization of their ideas, more effective drafting and revision, and greater attention to the mechanics and conventions of language. The immediate feedback, collaborative features, and multimedia elements provided by these ICT tools contributed to the overall improvement in writing quality, as evidenced by improvements in content, organization, vocabulary, language use, and mechanics.

The integration of tools such as Facebook, WhatsApp and Google Docs facilitated effective feedback between adolescents' and teachers on writing assignments. Adolescents noted that real-time collaboration and instant feedback allowed them to identify areas for improvement and hone their writing skills. The ability to share their work, receive constructive feedback, and engage in discussions with peers and teachers fostered a more interactive environment conducive to the development of their English writing proficiency.

The results reveal that ICTs not only address common difficulties in teaching writing, such as lack of motivation and limited feedback, but also provide a dynamic and personalized environment for learning. These tools enable students to improve their writing

skills effectively by combining constant practice, collaborative interaction, and creative development, which strengthens their proficiency in English written production.

## Conclusions and Recommendations

ICT tools can be categorized into various types based on their functionality. Tools like Grammarly and Google Docs focus on error detection and real-time feedback, while platforms like Padlet and WhatsApp foster collaboration and idea sharing. Digital storytelling tools like Storyboard That and Kahoot enhance creativity and engagement in the writing process, providing diverse ways to support adolescent EFL learners. The review shows that ICT tools effectively address key areas of writing development, including fluency, accuracy, organization, and creativity. Students benefit from structured approaches provided by digital tools, which enhance their critical thinking and help improve writing organization. Real-time feedback mechanisms help students refine grammar and vocabulary, leading to better writing outcomes. The review highlights that ICT tools support the learning process by fostering a more interactive, student-centered learning environment. Tools like Padlet and WhatsApp encourage peer-to-peer interaction, while real-world applications (such as social media) allow students to practice writing in authentic contexts. These platforms also promote autonomy in learning, enabling students to take charge of their writing improvement at their own pace. The systematic review reveals that multiple ICT tools, such as Kahoot, Google Docs, and Grammarly, significantly influence the improvement of writing skills in EFL students. These tools offer real-time feedback, promote engagement, and encourage collaborative learning, all of which enhance students' ability to write effectively in English. It is critical that educational institutions adopt technologies such as Google Docs, Grammarly, Kahoot, and Padlet within their English writing programs. These tools should be integrated as pedagogical strategies that provide immediate feedback, encourage collaboration, and improve accuracy and organization in students' writing.

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