

A SYSTEMATIC REVIEW OF IMPROVING WRITING SKILLS OF TECHNOLOGY

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ABSTRACT

This systematic review examines the increasing impact of application technology in improving English writing learning skills. Some students think that writing skills in English are difficult. This review highlights various apps like GPT chat, Duolingo, watsapp in providing immediate feedback on grammar, punctuation, outlining, and vocabulary. This review is aimed at student motivation in learning writing skills with appropriate resources such as technology that is widely used by people. This study evaluates 30 national articles published in 2024 and shows many positive results in using applications for writing skills. These findings regarding the usefulness of application technology in improving writing skills, motivation, and usefulness in learning show largely positive perceptions among respondents. Indicate that there is a need for improvement in the application's ability to provide comprehensive and meaningful feedback. It can be concluded that the use of applications to improve English writing skills can be a useful tool for students. This study also shows the potential that the use of applications greatly influences students' learning of writing skills.

Keywords: Application technology, English writing skill, Learning motivation

BACKGROUND

Writing skill has many benefits to student learning progress. This skill includes vocabulary, grammar, spelling, sentence construction, and structure research. Writing skills are the ability to communicate effectively through writing. According to (Zebua & Katemba, 2024). Nowadays, technology has advanced many areas of life for various purposes, including meeting educational needs Henderson (2020) in Arrochman at al.

Artificial intelligence is a rapidly developing technology with various applications Fitria (2023) in Zebua at al. Not only Ai, but writing skills can be improved using various applications. This model can generate text, respond to queries and perform operations such as summarizing and translating then as a writing aid, providing feedback on style, coherence and grammar, thereby improving writing ability (Zebua & Katemba, 2024).

The shift in student learning strategies to technology-mediated learning strategies occurred because of advances in technology (Arochman et al., 2024). There are still many students who find it difficult to write and this situation becomes a challenge for lecturers or instructors in choosing the right media for writing. A teacher's learning model tends to be monotonous and lacking in teaching media, which causes students to feel bored and unpleasant, so some students find this difficult (Zulfi, 2023). Therefore, this research was conducted to look at writing skills using technology.

The technology supported program can provide example sentences in various fields, such as general chat, creative writing, and scientific writing. The right learning model can create a more dynamic and supportive learning environment for student. Therefore, you must be precise in choosing the learning model. Changes in media preferences and learning styles students have significant impact on effective learning strategies in the current era.

Finally, this systematic review carried out to understand perspectives on the use of technology. Currently the use of technology has been used for academics. As explained above, this paper highlights improving students' writing skills using technology.

Technology has now become a daily tool for humans. This provides an opportunity to improve students' ability to learn to write efficiently using feedback applications. As a result, the aim of this paper is to examine the role of Writing Skills through Technology Supported Augmented Feedback Application. The main is as follows” What is the role of Technology-Supported Augmented Feedback Application improving writing skills.

RESEARCH METHOD

This systematic literature review uses the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020. It involves reviewing various articles related to artificial intelligence and its role in enhancing students' writing abilities. According to (Pratama, 2024), the purpose of this systematic literature review is to provide readers with a better understanding of the functions in the classroom, particularly in enhancing students' writing skills. The information gathered is based on selected online articles processed from journals published in 2024. The research employs four phases for analysis, which include identification, screening, eligibility, and inclusion phases.

Phase 1: Identification Phases

Relevant works were identified in this stage of the systematic review. In the first process, relevant articles were collected and selected based on inclusion and exclusion criteria. It is important to note that studies like this may have limitations due to publication bias.

This research focuses on analyzing journals that have undergone a peer-review process and does not involve other sources such as book chapters, white papers, or technical reports. The primary databases used are Google Scholar, JOOLS, JOLLT, IJIAH, IJEAL, JURRIBAH, JOLT, JELR, and EDUNESSIA, as shown in Table 1. The articles used for the systematic review were published in 2024 or later.

With the increasing pace of scientific paper production, literature evaluations must consider both the general direction and achievements of a research area, as well as the most recent findings to avoid becoming outdated. The keywords used in this process include application, writing skills in education, and application in enhancing students' writing skills.

Table 1. Source of journals

Journal Source	Quantity	Keywords
Google Scholar,	30 articles	Improving writing skillss though technology-

JOOLS, JOLLT,
IJIAH, IJEAL,
JURRIBAH,
JOLT,
JELR, and
EDUNESSIA

supported augmented feedback application

Phase 2: Screening Phase

After the appropriate articles were selected, duplicates were found and removed. The articles were then re-examined to ensure that the remaining ones met the researcher’s requirements.

Phase 3: Eligibility Phase

In the third phase, the collected articles were reviewed for eligibility, and they had to meet the criteria outlined in the inclusion section of the table. This is an important step in ensuring that the data collected in the study is of high quality and reliability.

Table 2. Inclusion Criteria

Inclusion
Improving writing skills through technology-supported augmented feedback application Research methodologies: quantitative, qualitative and mixed method Sample or responden various levels of education Evaluate Improving writing skills through technology-supported augmented feedback application Journal Articles published in 2024

The selected articles focus on researchers who utilize Artificial Intelligence to enhance students' writing skills. These articles have been filtered according to the criteria described in the figure.

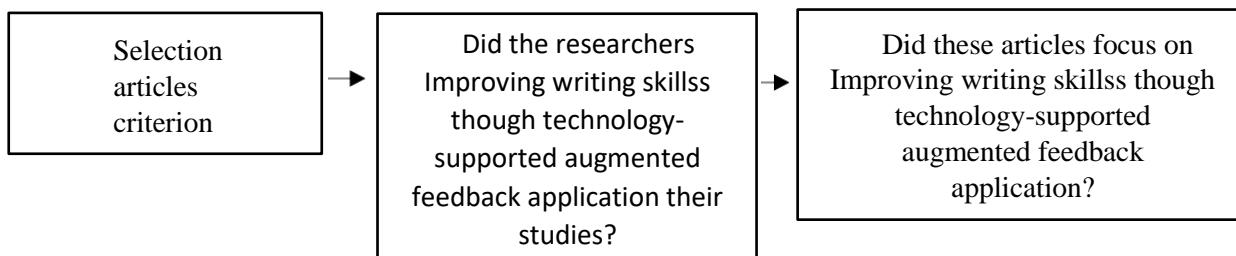


Figure 1. Assessment criterion in choosing articles

Phase 4: Exclusion Phase

After assessing the eligibility of the articles in the third phase, the remaining articles were excluded from this systematic literature review. The criteria for the excluded articles are listed in Table 3. The exclusion phase, like the eligibility phase, is crucial in ensuring that researchers collect high-quality data. There are 30 articles that provide information about the role of artificial intelligence, such as its application in improving students' writing skills. Most of the analyzed articles demonstrate a combination of quantitative, qualitative, and mixed-method studies, as shown in Table 4. Respondents from all of these studies include all levels of education, from primary to university.

Table 3. Exclusion Criteria

Exclusion

Improving writing skillss though technology-supported augmented feedback application
the studies did not access and evaluate Improving writing skillss though technology-supported
augmented feedback application
Teaching and learning which did not used Improving writing skillss though technology- supported
augmented feedback application
Articles not published in 2024

There are 30 articles that explain how artificial intelligence applications can enhance students' writing skills. The majority of the analyzed articles demonstrate a combination of quantitative, qualitative, and mixed-method studies, as shown in Table 4. The respondents in this research include various levels of education, ranging from primary school to university.

Table 4. Quantity of journals based on research design

Research Design	Quantity
Quantitative Design	13
Qualitative Design	11
Mixed-Method Design	5
Review of Literature	1

Figure 2 depicts the full procedure from Phase 1 through Phase 4 in clearer detail based on The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist in conducting this systematic literature review.

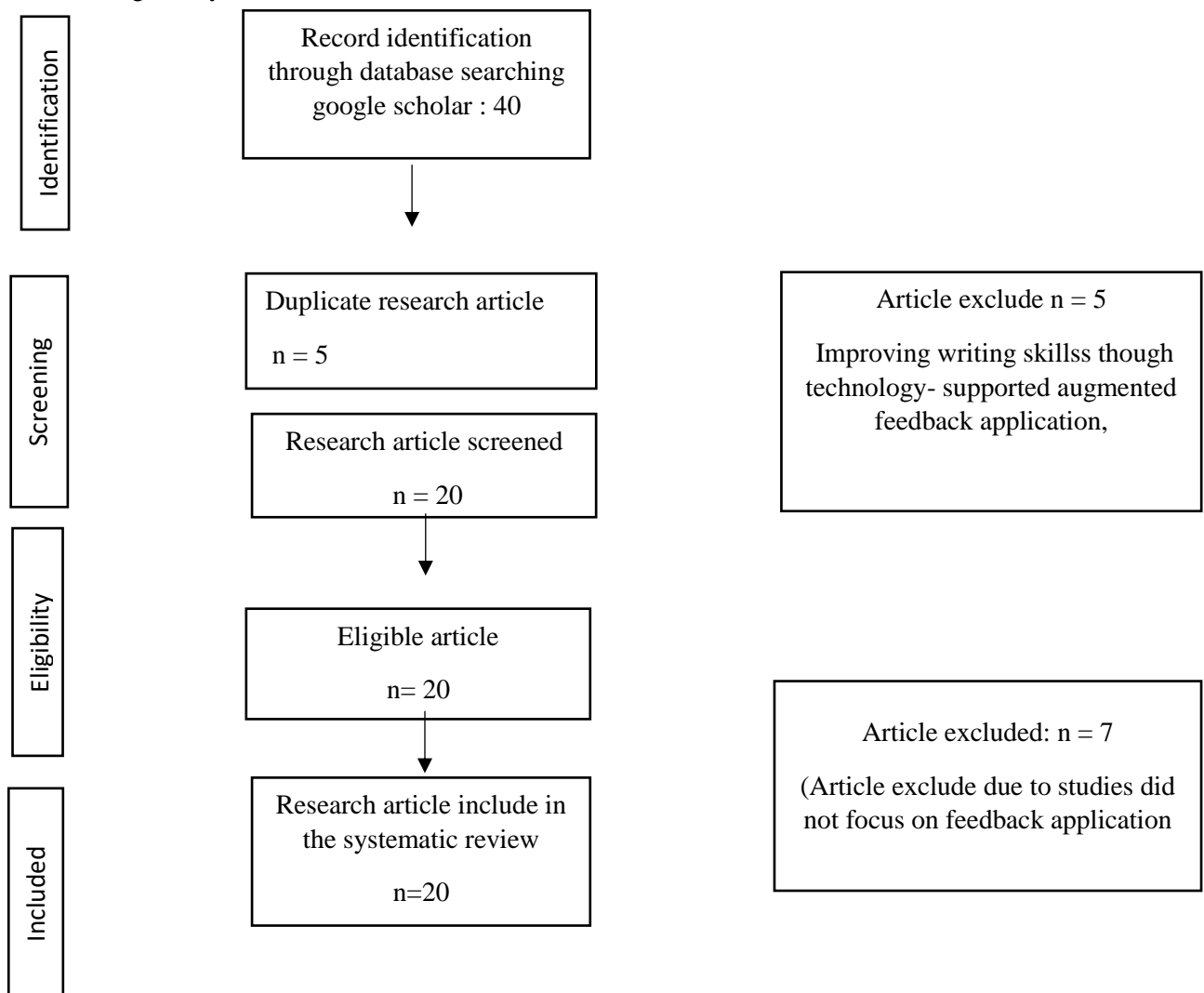


Figure 2. Stream chart of the research article selection process

RESEARCH FINDINGS

A synthesis of findings across various studies highlights the effectiveness of digital and AI-based tools in bolstering English writing and grammar skills among students. Digital tools like ChatGPT, Grammarly, and QuillBot have been shown to significantly improve writing capabilities by reducing grammatical errors, enhancing sentence structure, and boosting student confidence. In experiments, students receiving AI-assisted feedback saw notable gains in post- test scores compared to those who followed traditional instruction methods. Furthermore, interactive platforms such as Duolingo and Quizalize have proven successful in enhancing learning motivation through gamified elements, making the educational process more engaging and enjoyable. These tools also provide real-time feedback, encouraging independent learning. For instance, Grammarly efficiently identifies areas needing improvement, thereby reducing the need for teacher-led corrections. However, AI-generated suggestions may sometimes lack accuracy, especially in nuanced contexts, requiring students to critically assess the feedback they receive. Additionally, the studies noted that digital platforms like Storyboard That and flipbook media greatly support language learning, fostering creativity and active engagement. Visually appealing flipbooks, for example, have been found to increase student focus and enthusiasm for writing tasks, while Storyboard That enhances interactivity, making the learning environment more dynamic and relevant. Despite the benefits, teacher guidance remains crucial to help students interpret and apply automated feedback appropriately. Moving forward, researchers recommend integrating these technologies into English curricula, combining digital learning with direct instruction. Ongoing research is expected to further assess the efficacy of these tools across diverse educational settings and to explore strategies for refining AI feedback are portrayed in Table 5 underneath..

Table 5. Main Characteristics, Perspectives and perception A Systematic Review of Improving Writing Skills Through Technology- Supported Augmented Feedback Application

Authors	Territory	Study Purpose	Participants	Discussion
(Isnaeni& Putera, 2024)	Indonesia.	THE EFFECTIVENESS OF INTEGRATING QUILLBOT FOR PARAPHRASING IN WRITING INSTRUCTION	Faculty of Teacher Training and Education, University of Mataram,	The study's findings strongly suggest that incorporating the Quill Bot paraphrasing tool into writing instruction significantly boosted students' ability to paraphrase. The overwhelming majority of students embraced this change, emphasizing that it not only improved their writing skills but also sparked a greater enthusiasm for learning how to paraphrase effectively. This research highlights the promising potential of AI- powered tools like Quill Bot to enhance language instruction. Further research could delve deeper into the effectiveness of QuillBot compared to other automated paraphrasing tools, perhaps using questionnaires and interviews to gain a richer understanding of student perspectives and experiences.
(Mitha & Basri, 2024)	Indonesia.	The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students Elvin	IV A and IV B SD Pertiwi Medan, with 24 students in each class.	The study found that using flipbooks significantly improved the ability of elementary school students at Pertiwi Medan Elementary School to write imaginative descriptive paragraphs. This was clear from the big difference in their scores before and after using flipbooks.

(Zebua & Katemba, 2024)	Universitas Advent Indonesia	Students' Perceptions of Using the OpenAI ChatGPT Application in Improving Writing Skills	82 students from various study programs at Universitas Advent Indonesia	The study found that most students had a positive view of using OpenAI ChatGPT to boost their learning motivation. They also liked that it offered a wide range of features that were easy to use. Additionally, many felt that it helped them fix grammar errors in their writing. However, some students were unsure about whether ChatGPT could actually teach them how to write better. Overall, the research suggests that OpenAI ChatGPT can be a valuable tool for improving English writing skills, but it could be even more helpful if it provided more detailed explanations.
(Monny et al., 2024)	Denpasar, Indonesia	Strengthening Writing Skill Using Duolingo and Grammarly di Panti Asuhan Tat Twan Asi Denpasar Maria	22 children from the orphanage	The study aimed to boost the English skills of the children at the orphanage, especially their vocabulary and grammar. The researchers chose Duolingo and Grammarly because they're user-friendly and accessible on phones and computers. The study spanned two days, with Duolingo on the first day and Grammarly on the second. The results showed that the kids were really eager to learn English, understanding its importance for

their education and future jobs. The study also found that their English improved after using Duolingo and Grammarly.

The researchers concluded that Duolingo and Grammarly are great tools for improving English skills. They suggest using these apps in other educational settings.

The study highlights the importance of giving children in orphanages the chance to learn English. The researchers believe this will help them succeed in their education and future careers.

(Arochman et al., 2024)	Central Java, Indonesia.	The Effect of Using Wattpad as an ICT Tool on EFL Students' Writing Skill	The study involved 80 participants	The research findings showed a significant difference between the two groups in terms of writing skills, with the experimental group (using Wattpad) performing significantly better than the control group. The researchers also found that students had positive perceptions about using Wattpad to enhance their writing skills, citing its ease of use, accessibility, and the opportunity to receive feedback from other users.
(Andina & Ginting, 2022)	SMK-BM PAB 3 Medan Estate, Indonesia	Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill	twenty students in grade ten at SMK-BM PAB 3 Medan Estate, majoring in MPLB and	A study found that using Wordtune, a digital writing assistant, significantly improved the writing skills of students. The improvement

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was seen in all aspects of writing, including content, grammar, organization, vocabulary, and mechanics. The study suggests that Wordtune is a valuable tool for enhancing students' writing abilities.

(Zulfi, 2023)	Indonesia	The Effect of Quizizz Media to Teach Students' Writing Skill at MA Al-Mu'tadil	10 students of class XI MA Al-Mu'tadil	The research used SPSS version 22 to analyze data based on data. The Paired Sample T-Test technique was used to examine the difference between the pre-test and post-test scores. The results showed that there was a significant difference between the two paired samples, indicating that the use of Quizizz as a learning medium had a positive impact on students' writing skills. The average score achieved by students in the pre-test was 44.0000, while the average value on the post test was 82.0000. This significant increase in scores suggests that Quizizz effectively helped students improve their writing abilities.
(Cahya Rika Prapelia & Dian Fadhilawati, 2024)	Blitar, Indonesia.	Stimulating The Writing Proficiency Of 10th Grade Students Through the Application of Wordwall in Recount Text	lass X-10 at SMA Negeri 1 Sutojayan Blitar.	This research shows that the Wordwall application really helps tenth grade students in improving their ability to read recount text. After using Wordwall, students' reading scores increased from 77.24 to 86.24. This research concludes that Wordwall helps students understand text, find the main idea,

and extract important information from the text.

(Barakwan, 2024)	Pasuruan, Indonesia	The Implementation of The Quizalize Application in Improving Academic Writing Skills of EFL Students	27 seventh-grade students.		The research findings indicate that using the Quizalize application can considerably improve pupils' writing skills. Using game-based learning media like Quizalize increases students' activity, enthusiasm, and involvement in the teaching and learning process. This positively affects student achievement and learning outcomes.
(Ghafar, 2024)	Kurdistan Region of Iraq	Assessment of EFL Teachers' and Students' Writing Skills by Using the Grammarly Program	10 English university students 5 university lecturers		This study investigates the use of Grammarly in assessing EFL students' writing abilities. This research explores various aspects, starting from the benefits of Grammarly for students and lecturers, the limitations that Grammarly has, to the opinions of students and lecturers about using this application. Apart from that, this research also examines the impact of Grammarly on the quality of student writing and how Grammarly can help lecturers in carrying out teaching practices.
(Khadafi & Gumelar, 2024)	Bandung, Indonesia	The Use of Application Letter Resources on Improving Writing Competence Students at SMA Istiqamah Bandung	28 third-grade students from XII IPA 2 senior high school at SMA Istiqamah Bandung.		The discussion section of the research paper focuses on the results of the study, which were gathered through observation, questionnaires, and interviews. The findings suggest that the use of application letters has

effectively enhanced students' writing competencies. The researchers recommend that students gain confidence in expressing their ideas in written form and utilize application letters to overcome writing difficulties and find solutions.

(Hanggrasawani et al., 2024)	Universitas Tidar, Indonesia.	Students' Perception of Using Mind Maps to Improve Students' Writing Ability	28 students in the sixth semester of an academic writing course at Universitas Tidar	A study at Universitas Tidar, Indonesia found that students had a positive perception of using mind maps to improve their writing skills. The study found that mind maps helped students organize their thoughts, understand concepts, and be more creative in their writing. The authors concluded that mind maps are a beneficial tool for improving academic writing skills.
(Solihin et al., 2024)	STKIP Yasika Majalengka, Indonesia.	Students' Perception on Using Google Classroom to Improve English Writing Skills	120 students from STKIP Yasika Majalengka	The results showed that students had a positive view of using Google Classroom in their English courses. They assess Google Classroom as a platform that is easy to use and useful for various purposes, such as collecting assignments, communicating with lecturers and classmates, and accessing study materials.
(Fitria, 2024)	Indonesia	Using ChatBot-Based Artificial Intelligence (AI) for Writing an English Essay: The Ability of ChatGPT, Perplexity AI, and	primary participant is Tira Nur Fitria	AI chatbots have proven effective in creating persuasive essays that fit the topic. ChatGPT and Perplexity AI provide writing guidance, while

		ChatSonic		ChatSonic produces original content. It is important to use AI responsibly. The challenges are fraud, bias, and potential job substitution. Teachers can utilize AI to improve the teaching and learning process wisely.
(Novriansyah, 2024)	Medan, Indonesia.	STUDENTS' PERCEPTION OF THE USE EVERNOTE APPLICATION ON BASIC ENGLISH WRITING SKILLS IN JUNIOR HIGH SCHOOL	10 junior high school students in Medan.	A study in Medan, Indonesia, revealed that junior high school students found Evernote to be a useful tool for improving their English writing skills. The majority of students report that Evernote has had a positive impact on their writing skills, providing clear and accessible information, and serving as a satisfying and effective learning resource. This research underscores Evernote's potential as a valuable technology-based learning tool for middle school students.
(Qodariyah & Nurhajati, n.d.)	SMAN 2 Kediri, Indonesia	Utilizing Canva Application to Teach Writing at SMAN 2 Kediri	Laili Nur Qodariyah, Universitas Nusantara PGRI Kediri Diani Nurhajati, Universitas Nusantara PGRI Kediri Suhartono, Universitas Nusantara PGRI Kediri Students of Class XI-2 at SMAN 2 Kediri	This research aims to find out whether the Canva application is effective for learning writing in Class XI-2 SMAN 2 Kediri. The research results show that the Canva application is effective for teaching writing, as evidenced by the average student score of 88.16. The researchers concluded that the Canva application is a valuable tool for teaching writing, especially in the context of Generation Z students

(Ristiani, 2024)	MA Al-Falah Sukabumi, Jawa Barat, Indonesia.	Penggunaan Model Problem Based Learning Berbasis Media TikTok dalam Meningkatkan Keterampilan Menulis Teks Eksplanasi	30 students consisting of 12 male students and 18 female students.	who are familiar with technology.
(Monika et al., 2021)	Indonesia	Meningkatkan Kemampuan Menulis Siswa Melalui Aplikasi Padlet Monika1*,	15 class XI students at Setia Karya Vocational School, Depok	Based on the results of the data obtained through tests, observations and interviews in the three cycles, it shows that the implementation of learning using Padlet has been proven to improve students' writing skills. Using Padlet in the classroom really attracts students' attention, so the class becomes very interactive in language learning. Students' attention is very necessary in receiving learning materials from the teacher. Istianah L (2019) stated that the Padlet application allows students and teachers to ask questions, send answers, comment and evaluate each other. Apart from that, using Padlet in teaching and learning activities can make a teacher collect students' ideas easily. Because every student in the Padlet discussion can participate by providing opinions anonymously. So students will be more confident in presenting arguments or opinions. Additionally, this app can work well in classroom setting activities

such as brainstorming, discussions, and project work.

Based on the data obtained in the three cycles, there was an increase in student learning outcomes in each cycle. 1. Students' writing skills increased significantly in percentage in cycle I (40%), cycle II (60%) and cycle III (80%). There was an improvement in their writing skills and the responses showed that they had motivation in learning to write

(Hasibuan et al., Medan. 2024)	Improving Students' Achievement In Writing Narrative Text Through Application of Think Talk Write Strategy	Eighth Grade at Al- Husna Marindal	The study showed that the Think Talk Write strategy significantly improved students' writing skills, particularly in narrative texts. In the first cycle, the average score was 63.67%, which rose to 77.33% in the second cycle. The percentage of students scoring above 65 increased from 6.67% in the pre-test to 93.33% in the post-test of cycle 2, an overall improvement of 86.66%. The strategy helped students engage more actively, work cooperatively, and enhance their writing abilities.
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DISCUSSION

Recent articles have explored how a variety of AI-powered tools, like ChatGPT, Storyboard That, Grammarly, QuillBot, Quizalize, and Wordwall, can enhance English writing skills. They highlight key findings on the positive impact these tools have, particularly in improving grammar, punctuation, and vocabulary. Notably, tools such as Quizalize and Wordwall, which offer gamified learning experiences, also boost student engagement and motivation. Teachers have found these AI tools valuable for giving prompt feedback and pinpointing areas where students need improvement. However, there is an emphasis on balancing technology with traditional teaching methods to avoid over-reliance on AI.

These articles also stress the importance of ethical AI use, addressing concerns like plagiarism and dependence on technology. Research shows ChatGPT can significantly help with grammar and writing proficiency, while Storyboard That offers creative support for developing writing skills. Grammarly is praised for catching and correcting grammatical errors, QuillBot for improving paraphrasing and minimizing plagiarism, and Quizalize for its interactive approach to writing. Wordwall has also been noted for enhancing reading comprehension, especially with recount texts. Recommendations from these articles include integrating AI tools into the curriculum, training teachers to use them effectively, maintaining a balance between AI and traditional methods, fostering students' ability to understand and act on feedback, and conducting further research on the long-term impact of AI in writing education. Overall, they provide a compelling case for the thoughtful use of AI in improving students' writing skills.

The findings from various studies indicate that the use of digital tools and AI-based applications can have a significant positive impact on students' writing abilities and language skills across different educational contexts. For example, the use of the QuillBot paraphrasing tool has been shown to improve students' paraphrasing skills, which in turn enhances their writing skills and fosters greater enthusiasm for learning. Similarly, tools like Flipbook help elementary school students write more creative descriptive paragraphs. The OpenAI ChatGPT application also boosts students' learning motivation, although some students are uncertain about whether the tool truly teaches them how to write better. Additionally, game-based learning tools like Quizizz and Quizalize have proven effective in improving students' writing scores by increasing engagement in the learning process. Other applications, such as Wordwall, also help students better understand texts and identify main ideas. The use of Grammarly, which provides feedback on grammar, further supports students in improving the quality of their writing. Research involving Duolingo and Grammarly for children in orphanages shows that these applications can improve students' English skills, particularly in vocabulary and grammar. Furthermore, platforms like Wattpad and Wordtune offer students opportunities to receive feedback and overcome writing challenges. Mind maps, which help students organize their ideas and boost creativity in writing, also showed positive results.

On the other hand, Google Classroom, Canva, and TikTok, used in problem-based learning (PBL), also contributed to enhancing students' writing skills by giving them opportunities to engage more actively in the learning process. Overall, these studies demonstrate that digital tools and technology-based applications, including AI-powered ones, have great potential to improve students' writing skills, increase learning motivation, and provide a more interactive and engaging learning experience. However, it is also suggested that certain features, such as providing more detailed explanations in ChatGPT, could be further enhanced to improve its effectiveness.

CONCLUSION

The findings from various studies highlight the significant role of technology and digital tools in enhancing students' writing skills across different educational contexts. The integration of applications such as Quillbot, Grammarly, Evernote, Duolingo, ChatGPT, and others has shown positive effects on students' writing abilities, motivation, and overall engagement in the learning process. These technologies empower students to access resources and improve their writing. Educational institutions should integrate these technologies into their curricula and provide training for educators. Future research should explore the long-term impacts of these tools and their application across different educational levels. Technology is essential for modern education, enhancing writing skills and creating engaging learning experiences.

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