

## THE USE OF DIGITAL LEARNING MEDIA IN EFL CLASSROOM FOR WRITING SKILLS

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### Abstract

Writing is an important skill in EFL classrooms; unfortunately, teaching still faces challenges, especially in the digital era. Digital tools for learning media can offer significant solutions, but they're still inconsistent when used in writing instruction. This study aimed to identify the most commonly used digital tools and analyze their effectiveness in improving EFL students' writing skills. Using a qualitative method through systematic literature review, there were forty studies from 2022 to 2025 were analyzed. The results showed that there are three main types of digital learning media, which are AI-based tools, social media platforms, and collaborative writing tools. Among them, ChatGPT and Instagram were found to be the most frequently used and effective in enhancing students' grammar, vocabulary, motivation, and writing confidence. These findings have suggested that when applied digital tools are used purposefully, they can significantly support writing development in EFL classrooms.

**Keywords:** *Webtoon, vocabulary, effect ELT, Writing Skills, Digital Learning Media, EFL, Digital Tools*

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### Introduction

In the context of the English as a Foreign Language (EFL) classroom, structured teaching has an important role in improving



student learning outcomes. Research suggests that well-planned and structured instruction enhances students' comprehension, engagement, and academic performance (Marzano, 2007). Supported by Houella (2022), effective lesson planning in education should align lesson plans with learners' goals and needs, using different teaching methods, learning styles, and taxonomies, which can ensure that all students are included in the learning process. Structured and clear instruction in teaching process can help teachers stay on the goals and manage their time better to guide students in learning progress. Without clear instructional strategies, lessons can become unorganized which makes it harder for students to understand the material. Supported by Brown (2001) highlighted the importance of structured teaching in language teaching which consists of setting learning objectives, methods, and evaluation. Therefore, besides being important for student outcomes, well-structured teaching also has a crucial role in developing language skills in a more structured way. Among language skills, writing needs careful guidance and practice, because it involves organizing thoughts, applying grammar rules, and developing coherence in expression.

Writing is one of the important skills that students must master (Sallamah & Sabiq, 2020). In the EFL classroom, writing enables students to express their ideas clearly and effectively in English. Due to the power of writing in expressing feelings and thoughts clearly, clarifying knowledge and conceptions, and understanding the issues at hand, writing also serves as a tool for self-expression and academic development (Hyland, 2016). However, teaching writing in the EFL classroom still faces a lack of problems, especially in integrating digital technology effectively. According to Shadiev and Wang (2022) that stated technology-supported writing tools can enhance learners' motivation and engagement but many educators face difficulties in implementing. Similarly, Al Ghamdi and Al qaiawi (2021) found that many EFL teachers face barriers such as limited training, lack of resources, and difficulties aligning digital tools with existing curricula. To overcome this, teachers can use digital learning media to help students in the process of learning writing skills by understanding the specific functions and benefits of each digital tool. Supported by Zhang and Zou (2022) platforms like Google Docs can improve writing performance through real-time feedback and collaboration.

The use of digital learning media can be an alternative to teaching and learning activities in EFL classrooms as it helps increasing the students' learning outcomes. According to De Florio-Hansen (2018), integrating digital media into language instruction not only improves the learning experience but also can develop students' autonomy and motivation which can lead to

more effective achievement of learning objectives. In addition, learning media will help increase student learning motivation. It is supported by Mayer (2005) that digital tools can help learning by combining visual and auditory elements which makes it easier for students to process information. It is aligned with Schmitt (2010) that highlighted digital tools can significantly improve learners' vocabulary acquisition, listening and speaking skills. The study also found that learners who engaged with multimedia-based language input were more likely to retain new vocabulary and develop better pronunciation through repeated exposure and interaction. Thus, it makes digital tools a valuable support for comprehensive language skill development in EFL contexts. However, besides these advantages, the use of digital learning media in EFL classrooms is still used inconsistently which affects how unpredictable students' outcomes are. This highlights the need for further research on how digital tools can be effectively integrated into writing instruction so students can get the best benefits in EFL learning.

Some previous studies have already investigated how digital learning media can help EFL students improve their writing skills, but systematic reviews are scarce. Schmitt (2010) discussed how multimedia and digital tools support vocabulary development and oral language skills, but did not address their structured application in writing tasks. Likewise, Mayer (2005) emphasized the benefits of combining visual and auditory elements to enhance learning, but this approach has primarily been applied in general comprehension rather than writing-specific activities. De Florio-Hansen (2018) highlighted how digital tools can improve motivation and autonomy, but practical strategies for integrating them into EFL writing classes were not the main focus. Zhang and Zou (2022) highlighted a more writing-centered perspective by showing how collaborative platforms such as Google Docs can support peer feedback and revision, but they also noted the need for better pedagogical alignment. Even though these previous studies prove that digital learning media can help improve writing, most of them are focused on individual tools rather than comparing different options or explaining how they fit into structured teaching. Thus, this study will fill the gap in identifying commonly used digital learning media in EFL writing classrooms and identify which are the most effective digital learning media in improving students' writing skills.

## Research Method

This study used a systematic literature review to explore the use of digital learning media in developing writing skills among EFL students. The methodology applied the Preferred Reporting Items for Systematic Reviews

and Meta-Analyses (PRISMA), which is designed to be used in systematic reviews that involve synthesis methods-such as pairwise meta-analysis or other statistical techniques-or do not involve synthesis, for example, when only one relevant study is found (Page et al., 2021). The review process was guided by a framework consisting of four main stages including identification, screening, eligibility, and inclusion. The data sources used in this study were articles indexed in the Scopus and ERIC databases, published between 2022 and 2025. This time frame was chosen to reflect the latest developments in digital media tools. The research included in this review focuses on empirical research involving EFL learners in writing classes who use digital learning media as part of their learning process.

### Data Sources and Search Strategy

**Table.1 Databases and Keywords**

Databases	Syntax	Results
Scopus	TITLE-ABS-KEY(( EFL OR "EFL learning" OR "EFL Students" ) AND ( "Writing Skill" OR writing OR "Writing Learning" OR "Writing Classroom" ) AND ( "Digital tools" OR digital OR media OR "technological tool")) AND PUBYEAR > 2014 AND PUBYEAR < 2026 AND ( LIMIT-TO ( SUBJAREA,"SOCI" ) OR EXCLUDE ( SUBJAREA,"ARTS LANGUAGE" ) )	237
ERIC	Using the keywords ( ( efl OR "EFL learning" OR "EFL Students" ) AND ( "Writing Skill" OR writing OR "Writing Learning" OR "Writing Classroom" ) AND ( "Digital tools" OR digital OR media OR "technological tool" ) ) include available in peer-reviewed only, limit to publication "since 2016".	84
Total Papers		321

This research collected data from well-known academic databases, including Scopus and ERIC, which offer extensive research on education and language acquisition. It provides a wide range of research on education and language learning. To ensure credibility, this study focused on high-impact journals by reputable publishers such as Springer, Elsevier, and Routledge. These publishers were chosen for their stringent peer-review process and contribution to applied linguistics and education research.

The search process used specific keywords related to digital learning media and writing skills in the EFL classroom. Boolean operators such as “AND” were used to narrow down the search and find the most relevant studies. This resulted in a single keyword that could be used to conduct the search “EFL AND digital learning media AND writing skills”.

The search process was conducted over four days, with multiple searches lasting approximately more than 9 hours each. To manage citations and perform duplication checking, Mendeley software was used for reference organization. This structured search strategy ensured that only relevant, high-quality research was included in the final review.

### Inclusion and Exclusion Criteria

Table 1 is an outline of the inclusion and exclusion criteria for this systematic review study. Studies were included if they were peer-reviewed empirical research journal articles and focused on digital learning media for writing in EFL classrooms. Those should be published between 2015–2025 using English and indexed in Scopus and ERIC, which are reputable publishers such as Springer, Elsevier, and Routledge. Only studies using empirical methods (experiments, surveys, interviews, document analysis) with full-text availability were considered for this systematic review. Articles were excluded if they focused on digital media for reading, listening, speaking, or general educational technology and were non-empirical or opinion-based. Besides, the excluded studies are published before 2015 using non-English languages, from other sources that were indexed in Scopus and ERIC, and from non-reputable sources. In addition, the excluded studies were studies that only abstracts available and were non-peer-reviewed.

**Table.2 Eligibility Criteria**

Criteria	Inclusion	Exclusion
Focus area	Digital media for writing in EFL classrooms	Digital media for reading, listening, speaking, or general educational technology
Research type	Empirical study (experiment, survey, interview, document analysis)	Non-empirical/opinion/theory-based article
Publication year	2022-2025	Before 2022
Language	English	Non-English
Source Credibility	Scopus and ERIC	Other source
Publisher	Springer, Elsevier, and Routledge	Other publisher
Full-Text Availability	Full text accessible	Only abstract available
Publication	Peer reviewed empirical	Non peer-reviewed

## Study Selection

The study selection process began with a search in the Scopus and ERIC databases using predefined keywords. To ensure the relevance of the studies, a filter was applied to limit the publication years to 2022-2025. After applying these criteria, the search retrieved 237 studies from Scopus and 84 from ERIC. The selected articles were then exported in different file formats, .ris for Scopus and .nbib for ERIC. The selected files were imported into Mendeley for duplicate checking, resulting in no duplicate files from the three databases. A screening process was then conducted to determine the final number of articles that met the inclusion criteria for this systematic review. The results showed that the initial search in Scopus and ERIC yielded 321 articles, but after applying the eligibility criteria, only 40 articles met the inclusion criteria.

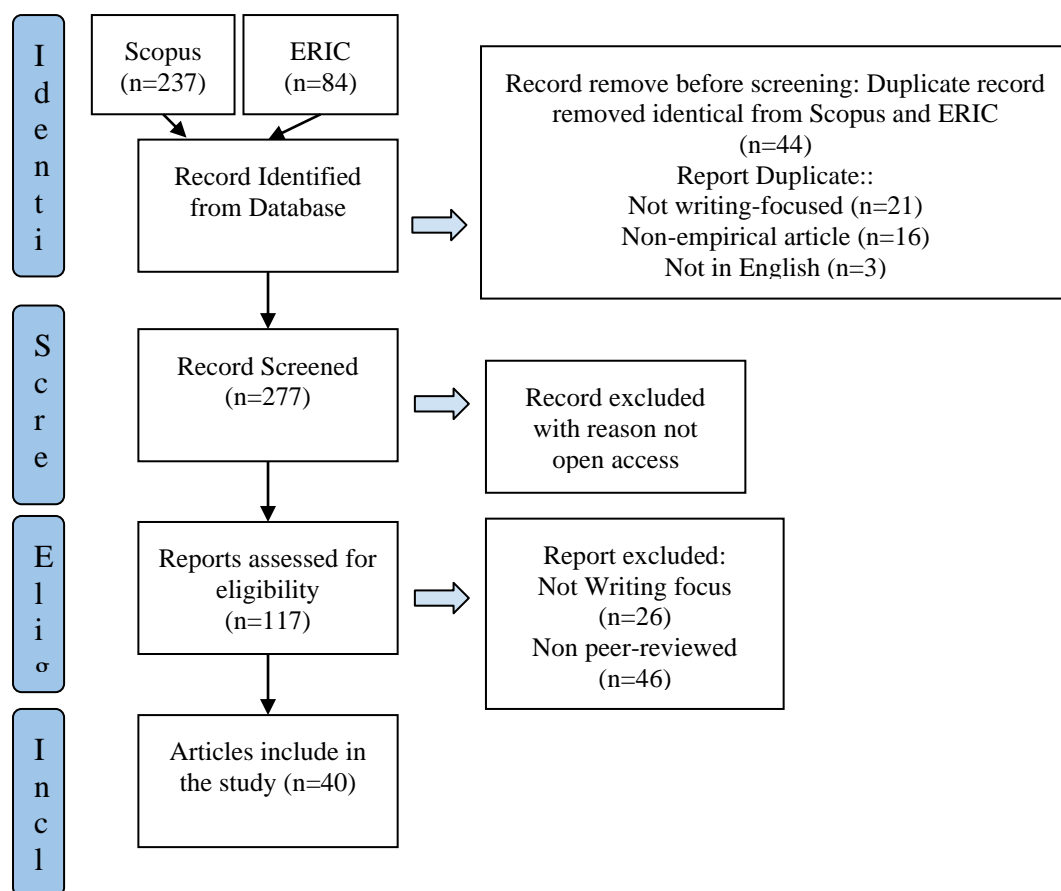


Figure 1. Flowchart of the Screening and Selection Procedure

A total of 321 records that were identified from two academic databases. Firstly, the researchers looked for the articles through Scopus which got 237 articles and then looked for the articles through ERIC which found 84 articles. Before the screening process, the researchers removed 44 or 321 records articles that did not meet the inclusion criteria. These included studies that were not focused on writing (n = 21), were not empirical (n = 16), were not in English (n = 3), and did not provide full-text access (n = 4). After removing these 44 article records that did not meet inclusion, the researcher got 277 studies for the screening stage. At this stage, 160 records were excluded because the researchers found that those full texts were not accessible and mostly because of paywalls or broken links. Therefore, there are 117 articles recorded for the eligibility stage. Next, 117 articles were reviewed in full to check for eligibility. During this stage, researchers were excluding 77 articles for following reasons such as 26 were not focused on writing skills, 46 were not peer-reviewed empirical studies, and 5 were not related to EFL (English as a Foreign Language) contexts. In the end, researchers found 40 articles met all the criteria and were included in the review.

### **Data Extraction and Data Analysis**

After both authors collected forty relevant articles from Google Scholar and ResearchGate, all files were transferred to Google Drive in one folder for further analysis. The articles were read carefully to identify their relevance to the purpose of the study, which was to identify the most frequently used digital learning media and assess their effectiveness in improving EFL students' writing skills. The data analysis process was conducted through a thematic analysis approach by referring to the steps of Braun and Clarke (2006). The main themes were not determined from the beginning, but were discovered gradually based on patterns that emerged in the data. This approach was chosen in order to keep the analysis open to variations in the data and to discover tendencies that emerged from the findings.

## **Results and Discussion**

### **Results**

Based on the 40 selected articles, that analysis reveals three major themes emerged regarding the digital learning media commonly used to support EFL learners' writing skills: AI-Based Tools, Social Media Platforms, and Collaborative and Interactive Writing Tools.



## AI-Based Tools

Several articles revealed that AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI are used in EFL contexts to support writing.

After analyzing the data, several articles have been found that AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune and Jenni AI are digital learning media used to support writing in EFL contexts.

“....significantly enhanced teacher self-efficacy and student writing skills; ...significantly boosted writing motivation and self-efficacy;...provide highly accurate and reliable automated corrective feedback” (P1AI#1)

“.....more substantial improvements in writing motivation, self-efficacy, collaborative writing tendency, and engagement;.....enhanced confidence in writing; increased motivation to revise; ....facilitated real-time adjustments to writing...” (P9AI#4)

“ChatGPT for writing purposes in the English classroom within higher-education contexts are: saving time, ensuring language accuracy, facing no difficulty in performing the writing task, being easy to use, offering new ideas,...” (P14AI#7)

Besides ChatGPT, Grammarly and Quillbot are also some of the AI-based tools that can help EFL students improve their writing skills.

“Grammarly helps students correct grammatical errors such as verb tense and article usage, while Quillbot assists students in paraphrasing and improving sentence structure.” (P7AI#2)

The next data that has been analyzed is the AI-based tool, Wordtune. Wordtune can also help and improve students' writing skills in the EFL context.

“The writing samples produced after Wordtune-enabled practice showed better lexical resourcefulness. They used nouns, adjectives, and verbs with greater precision and appropriateness than lexical resources in writing samples produced without any prior practice with Wordtune”. (P22AI#10)

“...helps users throughout the writing process by offering rewrite or paraphrase options.;...help EFL writers formulate or translate ideas



into English and improve the quality of their writing...;...motivate users throughout the writing process and prevent them from getting stuck.." (P26AI#12)

Furthermore, an AI-based tool that also helps students in the EFL context to improve and assist in their writing skills is Jenni AI.

"Jenni AI demonstrated a strong capability to enhance participants' productive skills, particularly writing. Most participants found it useful and easy to use." (P30AI#14)

## **Social Media Platforms**

According to the reviewed articles, social media were widely used for teachers to improve EFL students' writing skills. Kind of social media that were found in the reviewed articles findings are Instagram, WhatsApp, Facebook, Wattpad, Blogs, and WeChat.

Firstly, Instagram is a social media platform that can be used for digital media tools in improving EFL students' writing skills. After reviewed articles, researcher found that Instagram was the most widely used social media that was used to enhance EFL students' writing performance.

"This method has created motivation for students through attributing interesting and amusing approaches in writing; Using comments and DM(s) instead of common tools of editing and feedback makes the feedback more interesting and useful. In addition, the visual element in Instagram supports writing skills." (P24SM#8)

"...writing captions in English is a learning process...; ...not confident in using the language...; ...motivated because learning English is something new...; ...writing captions in English challenges one to learn...; ...not motivated to conduct Instagram feed-based tasks...; ...intensive interaction among students... capable of resolving their doubts about writing English..." (P27SM#9)

Secondly, WhatsApp is considered to be an effective media platform that can be used for improving EFL students' writing skill.

"...WhatsApp, as a tool for mobile learning, gives students great chances to improve their language proficiency, especially in written communication." (P2SM#1)

"WhatsApp's importance as a useful teaching and learning tool for improving writing abilities; providing extra help, encouraging students to study hard, and helping them get better grades in their writing courses." (P3SM#2)

Additionally, Facebook is also considered as a beneficial platform to develop EFL students' writings skills.

"Facebook is an appropriate tool to stimulate students to write in English at the same time that they reflect on social topics, improving students' writing in English language, and promoting authentic language interaction." (P5SM#3)

Wattpad and blogs also are two digital platforms that allow the user to writing or express an ideas. Therefore, according to reviewed articles, Wattpad and blogs can help EFL students to develop writing skills including the fluency and confidence in writing English language.

"Wattpad was perceived as a pleasurable media of learning where students could express various emotions, ideas, and thoughts. It gives chances to students to develop their writing." (P33SM#11)

"...students' writing/composing abilities improved...; ...learners will get feedback from their peer group members or teachers, which is more beneficial for them to rectify their mistakes in their next blog, which helps them to write in an error-free way..." (P16SM#6)

The last one is WeChat. This is another social media platform that allows users to communicate and express their ideas. According to reviewed articles, WeChat can help EFL students improve writing skills such as grammar, vocabulary, and learner autonomy.

"...WMP via WeChat, which can improve writing quality, grammatical accuracy, lexical richness, and learner autonomy through audience interaction, creativity, and independent learning." (P40SM#15)

### **Collaborative and Interactive Writing Tools**

According to the reviewed articles, Collaborative and Interactive Writing Tools are also useful tools to improve students' writing skills in EFL contexts. The researchers found three digital tools that focus on Collaborative and Interactive approach which are Padlet, Edmodo, and Google Documents.

Firstly, Padlet is one of the digital tools included in Collaborative and Interactive Writing Skills, which can have a positive impact on students.

“Padlet encourages students to self-edit before posting. This encourages students to be independent in their language learning.” (P29CIW#7)

“.....the application has a positive impact on developing the students’ writing performance.. ; Padlet helps me to write accurately ; Padlet allows me to edit my writing ; Padlet helps me to learn the essay structure ; Padlet helps me to improve the organization of my writing” (P38CIW#11)

Secondly, Edmodo is an effective digital learning tool in EFL writing classes. It can help students in completing their writing assignments.

“Edmodo is effective in writing class...; Edmodo motivates them to develop their writing...; Edmodo helps me to see the errors in my writing and revise it soon...; Edmodo offers easiness for students to do the assignment..” (P25CIW#6)

“..learners had positive attitudes toward the application of the social network.. ; Iranian intermediate EFL learners have positive attitudes toward application of Edmodo social network in classroom to improve their writing skill” (P32CIW#8)

The last, Google Docs is a digital tool that can help students improve their writing skills. One of the main useful features of Google Docs is how it can allow students to work in a collaborative and interactive way, such as write together in real time. They can share their writing, get feedback, and talk about it with their peers or even teachers.

“The most obvious factor was the sense of cooperation facilitated by that platform, which enabled participants to quickly and easily show what they had written to their peer, get feedback, and engage in a dialogue about it.” (P36CIW#10)

## Discussion

The findings emphasize that students who used ChatGPT had a significantly positive writing experience, particularly in improving grammar accuracy, vocabulary diversity, motivation to write, engagement in the writing process, and confidence in expressing ideas. This is primarily because

ChatGPT's conversational nature makes it easy to use, offers thorough reviews, and provides easy-to-understand explanations (Schmidt-Fajlik, 2023). Therefore, ChatGPT proves to be a helpful tool for students to brainstorm ideas, make real-time adjustments to their writing, and complete writing tasks more independently and confidently.

In addition to ChatGPT, Grammarly and Quillbot are also frequently integrated into the drafting and revising stages of writing. The findings highlight that both Grammarly and Quillbot have their own unique and beneficial functions. This is strength by students' comments praising Grammarly as very accessible and convenient to use (Gozali et al., 2024). Even experienced users reportedly install Grammarly Keyboard to connect Grammarly directly to their word processors. Accordingly, Gozali et al. (2024) reported that Grammarly and Quillbot are often used for grammar correction and sentence improvement. Specifically, Grammarly is particularly useful during the revising and editing stages, while Quillbot is advantageous for improving vocabulary knowledge and assisting with paraphrasing.

Another valuable tool identified in the findings is Wordtune, an application that assists students in paraphrasing and correcting grammar. Wordtune rewrites sentences by utilizing an extensive database of written materials and applying natural language processing techniques. This digital writing tool generates multiple rewrites of the original sentence using artificial intelligence (AI) to identify linguistic patterns. Wordtune-generated paraphrases support learners in two significant ways: first, by helping learners clarify the ideas they want to express; and second, as noted by Barrot (2020), by exposing learners to more refined versions of their writing, allowing them to recognize the gaps between their own texts and the suggested alternatives. Consequently, research by Al Mahmud (2023) and Garcés-Manzanera (2024) found that Wordtune improves lexical accuracy and assists EFL learners in formulating, translating, and refining their ideas during the writing process. By providing multiple sentence rewrites, the tool also helps maintain student motivation and reduces writing difficulties.

The findings also suggest that Jenni AI plays an important role in developing students' productive language skills, particularly in writing. This is reinforced by a study by Fang et al. (2024), which revealed that the purpose of Jenni AI is to improve writing skills, especially for scientific articles and citation-related tasks. These results support the integration of AI-based tools in EFL classrooms to foster learner independence and provide real-time language support. Taken together, Jenni AI not only offers practical writing assistance but also encourages students to experiment with language, which is essential in second language acquisition.

Among all AI-based tools identified, ChatGPT emerged as the most widely used. It has consistently appeared in various studies as an effective tool that significantly enhances students' grammatical accuracy, vocabulary range, and motivation to write. Its conversational interface, user-friendliness, and ability to deliver instant and personalized feedback make it highly appealing to EFL learners. Students benefit from its features such as idea generation, real-time correction, and language suggestions, all of which contribute to better writing outcomes and increased learner engagement and autonomy. The frequency with which ChatGPT is referenced in various sources further demonstrates its popularity and perceived usefulness in supporting writing development.

Thus, AI-based tools such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI have proven to be effective digital media for supporting EFL students' writing development. Through features such as quick feedback, paraphrasing assistance, and easy-to-use interfaces, these tools help improve learners' grammatical accuracy, lexical diversity, writing motivation, confidence, and independence. Each tool offers distinct advantages, providing learners with individualized support and promoting greater engagement in the writing process.

Beyond AI-based tools, social media platforms like Instagram are also considered effective in improving EFL students' writing skills due to their ability to create a visually engaging learning environment. This is aligned with Ramazanova et al. (2022), who conducted an experimental study and found that Instagram can significantly enhance students' writing competencies and engagement in English learning, including their ability to clearly build ideas and use grammar appropriately.

Besides, the findings highlighted that WhatsApp plays a significant role in facilitating continuous interaction among students. By using WhatsApp, students can engage in real-time conversations, receive immediate feedback, and collaboratively develop their writing skills in an accessible digital environment. Therefore, as reported by Tanashur et al. (2024), WhatsApp can significantly increase writing achievement by enabling students to engage in real-time collaborative learning.

Furthermore, Facebook is shown to motivate students to express their opinions in written interactions through features such as comments, posts, and group discussions. Engaging with peers and responding to feedback can help students become more confident in organizing their ideas and using appropriate grammar and vocabulary. Additionally, the informal nature of the Facebook environment can reduce pressure, making students more comfortable when developing written ideas. Thus, Facebook can be considered a useful digital tool for integration into the writing classroom,

promoting collaboration, increasing motivation, and providing students with space for authentic writing practice (Syafrizal et al., 2020).

The findings indicate that Wattpad and Blogs are digital platforms that can help students to write in appropriate way, reflect on their work, and can build their confidence through repeated practice. Teacher may use these platforms by integrating in writing classroom for improving EFL students' writing skills. It is supported by Han (2023) who found that blog-based teaching helped EFL students improve both their writing skills and motivation. Similarly with Bal (2018), he highlighted that Wattpad allowed students to have more freedom and motivation when writing. Students can express their ideas without pressure. Thus, Wattpad and blogs can help students to write more freely and enjoy the process.

Besides, WeChat application also can help students write more effectively by motivating such as interaction, creativity, and independent learning. Teachers can use WeChat platform in the classroom to improve EFL students' writing skills. It is supported by Sun and Asmawi (2021), they highlighted that how the use of WeChat can improved students' writing quality and motivation for writing. Similar to Wattpad and Blogs, WeChat also allows students to engage more freely and independently in writing process.

Among reviewed articles, Instagram is the most social media platform that used by teachers for improving EFL students' writing skills. Studies have shown that Instagram can significantly enhances students' motivation and writing quality. The visual look and features of Instagram can also motivate students' creativity and making the writing process more engaging and enjoyable. This approach helps students to overcome their fear of making mistakes and improve their confidence in using English in written text.

These findings aligned with Self-Determination Theory by Deci and Ryan (1985). It was highlighting about what make students excited and motivated in learning by 3 stages which are autonomy, competence, and relatedness. Instagram can make students have their own choice on writing something such as write captions (autonomy), make them feel more confident by getting feedback or validation such as likes or comment (competence), and make them still interacted using English language with other users through comment or direct message (relatedness). Therefore, by integrating Instagram in writing classroom can significantly improve students's writing skills because it can develop their motivation, creativity, and collaborative learning.

Data from the articles of Rashid et al. (2019) and Ali et al. (2025), Padlet was highlighted for its ability to encourage self-editing skills,



brainstorming, and better organization of essay structure. Students are also motivated to revise their writing independently and collaborate with peers in a supportive environment. It is supported by Dewitt, Alias, & Siraj (2015) that the research participants' ease of communicating on Padlet suggests that Padlet can be a good substitute for bridging the communication gap between peers, teachers, and students. Therefore, using this Padlet can provide encouragement and positive reinforcement for students.

The finding indicates that Edmodo plays a significant role in facilitating the writing process for EFL learners. Discussed in studies by Prasatyo (2023) and Ma'azi & Janfeshan (2023), was recognized for supporting students' writing development by providing structured assignments, motivating learners, and helping them correct writing errors. Additionally, students acknowledged Edmodo as an easy-to-use, realistic, time-saving, entertaining, and motivating learning platform, according to the study by Agustiani, Ningsih, and Muris (2021). Students also demonstrated a positive attitude toward using Edmodo, and their writing performance showed significant improvement. Therefore, Edmodo can be considered an effective tool for supporting writing instruction in EFL contexts.

Another important finding is that Google Docs supports students throughout the writing process by fostering a sense of connection and collaboration. It is supported by a study that conducted by Pathi et al. (2021) that found out if Google Docs can significantly improve students' writing performance and writing self-regulation by its real-time editing and commenting features to make students get feedback immediately. They do not need to wait for a long time to get feedback from peers or teachers, which can make the learning process become more active and meaningful. Therefore, integrating Google Docs into the writing classroom can be a great choice for teachers to improve EFL students' writing skills.

In conclusion, the use of Collaborative and Interactive Writing Tools such as Padlet, Edmodo, and Google Docs has already proven to improve students' writing skills in EFL contexts. Among the articles reviewed, Padlet and Google Docs are Collaborative and Interactive Writing Tools that are most used by teachers for improving students' writing skills. Padlet can support students in self-editing, organizing ideas, and engaging in peer collaboration, which make Padlet become more valuable tool for improving independent writing skills. Meanwhile, Google Docs has the main feature which is the real-time collaboration and immediate feedback that can improve EFL students' writing performance and self-regulation. It aligned with Vygotsky's theory of Zone of Proximal Development (ZPD) (1978), which highlights the effectiveness of students' progress occurs when students get support from peers or even teachers during the learning process. Both



platforms can make an interactive and supportive learning environment that motivates students to be more active and confident in the writing process. Therefore, these tools are not only practical but also important for make the writing classroom become more meaningful.

Despite the beneficial findings, this study has some limitations. It because this study focused on general types of digital learning media without looking closely at how each tool is used during specific stages of the writing process, such as planning, drafting, or revising. It also did not explore how factors like students' digital skills, language level, or teacher experience might affect the effectiveness of these tools. Besides these limitations, the findings can offer useful insights for teachers, students, and future researchers. Teachers are motivated to understand how to use digital tools and focus on choosing tools that match their students' writing goals and needs. Training for teachers is also important, but not just on how to use the tools, but on how to apply them meaningfully in writing lessons. In addition, students still need proper guidance to avoid confusion or overdependence on technology, which highlights that it is importance of building digital literacy. Meanwhile, for future researchers, more studies are needed to explore on how digital tools support each stage of writing, how student backgrounds influence learning outcomes, and how these tools impact writing development over time like continuous time.

## Conclusion

This study aims to systematically review the various digital learning media used in teaching writing to EFL students. From the forty articles analyzed, three types of digital media were found to be the most widely used and effective: artificial intelligence-based tools (such as ChatGPT, Grammarly, Quillbot, Wordtune, and Jenni AI), social media (such as Instagram, WhatsApp, Facebook, Wattpad, Blog, and WeChat), and collaborative and interactive writing tools (such as Padlet, Edmodo, and Google Docs). Each of these tools contributes differently to the improvement of students' writing skills, ranging from providing quick feedback, increasing motivation to supporting collaborative writing. Among all the tools studied, ChatGPT and Instagram were the most frequently used and most influential in the writing learning process. The results of this study show that the appropriate use of digital media that is tailored to the learning objectives can help EFL students develop their writing skills more effectively. However, the use of digital media also needs to be balanced with clear teaching strategies and support from teachers, so that its utilization really has a positive impact on the learning process. In the future, further research is needed to see how these

tools can support the stages of writing in more depth, as well as the background of students, and how these tools impact writing development in the long term.

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