



Developing A Website as a Media to Enhance English Writing Skill of Eight Grader Junior Highschool

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Abstract

Kemampuan menulis dalam bahasa Inggris menjadi salah satu keterampilan penting di abad ke-21, khususnya bagi siswa sekolah menengah. Namun, dalam praktiknya, penggunaan teknologi yang relevan di dalam kurikulum masih sering kurang mendapat perhatian. Penelitian ini hadir untuk mengisi kesenjangan tersebut dengan mengevaluasi keterbatasan media pembelajaran konvensional yang cenderung kurang interaktif, terutama bagi siswa generasi Z. Fokus utama penelitian ini adalah merancang dan mengembangkan sebuah platform berbasis web yang dapat membantu meningkatkan kemampuan menulis siswa kelas delapan. Penelitian menggunakan metode Research and Development dengan desain konvergen yang diadaptasi dari Creswell, dan dilaksanakan di salah satu SMP di wilayah Patrol. Data utama dikumpulkan melalui kuesioner terstruktur dan wawancara mendalam dengan guru serta siswa. Seluruh data kemudian dianalisis secara sistematis untuk menilai efektivitas platform yang dikembangkan. Hasil penelitian menunjukkan bahwa siswa memiliki sikap yang positif terhadap penggunaan teknologi dalam pembelajaran. Selain itu, platform YourWrites dinilai menawarkan keunggulan pada tampilan desain yang menarik serta fitur pembelajaran yang lebih adaptif. Sebagai implikasi, penelitian ini merekomendasikan agar integrasi teknologi serupa dapat diterapkan secara lebih luas di lingkungan pendidikan. Untuk penelitian selanjutnya, disarankan agar platform ini diuji pada populasi yang lebih beragam guna memperkuat validitas temuan, sekaligus menyempurnakan pengembangan produk pembelajaran digital yang lebih inklusif.

Keywords: web-based learning; writing skills; educational technology.

Introduction

The ability to write in English is one of the basic skills that is important for junior high school students to master, especially in facing the 21st century curriculum. In this century, nearly all aspects of life—such as the economy, transportation, technology, communication, and information—are evolving rapidly and unpredictably, and while these changes can create valuable opportunities if managed wisely, they may also lead to serious consequences if not anticipated in a systematic, organized, and measurable manner (Budiyanto et al., 2024). Writing skills support the development of critical thinking, reflection, and effective communication, which are essential competencies in modern education (Manidaki & Zafiri, 2021). Studies show that students who practice writing regularly through digital media, such as blogs or websites, show significant improvements in their writing structure and critical thinking (Fahri, 2022). Therefore, the development of web-based tools can be an innovative solution in facilitating the improvement of junior high school students' writing skills in a more interesting and interactive way.

Writing skills were chosen in this study because it has the highest cognitive complexity compared to other language skills. Writing is a complex, multifaceted process that involves the effective use of cognitive and linguistic resources, deliberate problem-solving, and strong self-regulation strategies (Kormos, 2023). Writing integrates understanding of grammar, vocabulary, logical structure, as well as critical and reflective thinking skills that are essential in the academic and professional world (Yulvia et al., 2024). Research by Al-Jiboury (2024) confirms that writing skills not only support academic achievement but also strengthen reading and systematic thinking skills, making it an important foundation in English language learning for secondary school students. Thus, a focus on developing writing skills not only impacts students' exam performance but also prepares them for global literacy challenges that demand the ability to express ideas in writing clearly and effectively.

Writing is considered one of the most challenging skills for students because it requires careful attention to detail and adherence to specific standards at every stage. These standards include word choice, grammar, coherence, and cohesion (Sa'adah, 2020). Supporting this, research by Setyono et al. (2021) found that most students face difficulties in various aspects of writing, such as grammar, vocabulary, mechanics, content, and organization. These findings highlight that writing is a complex skill and that many students struggle to meet the required standards, emphasizing the need for effective teaching strategies to help them improve their writing abilities.

The results of preliminary research from interviews with two eighth-grade English teachers at a Highschool in Patrol confirmed the urgency of creating a learning tool for writing skills. Interviews with two junior high school English teachers revealed that technology integration, particularly through websites, is highly relevant in addressing these challenges. The first teacher (G1) emphasized that “learning using websites is very important, even essential, because we have now entered the digital era”. Similarly, the second teacher (G2) stated that “the use of digital media, particularly websites, is very useful and effective... today's children are very close to digital media such as smartphones and computers”. These statements demonstrate that teachers recognize the importance of adapting English learning to the characteristics of the digital generation, who tend to be more interested in bold media.

The use of technology in English language learning contributes significantly to increasing students' motivation and learning outcomes. In a recent study, the use of Web 2.0 tools was shown to be effective in increasing students' motivation and narrative writing skills at primary and secondary education levels (Kiziltaş & Kultas, 2025). Technology plays a vital role in education by enabling teachers to provide authentic materials and enhance student motivation, while also serving as an essential tool to support and facilitate the language learning process (Serajuddin, 2023). Moreover, the rapid advancement of digital technology has made English learning resources far more accessible than in previous decades, while also offering a wide range of engaging applications and systems that enhance the learning experience (Idaryani & Fidyati, 2021). For example, the implementation of technologies such as Google Sites allows students to write collaboratively and receive immediate feedback, which results in improved writing skills (Wati & Trisusana, 2024). Thus, the integration of technology through educational websites is considered very potential to be further developed in the context of learning in secondary schools.

A variety of recent studies have explored the integration of digital tools into English writing instruction, showing both the breadth of approaches and the benefits of technological support. Rodzi & Said (2024) conducted one of the most relevant studies, investigating the impact of web-based language learning on writing skills. Their findings emphasize the role of teacher involvement and the importance of sociocultural theory in facilitating learner development, aligning strongly with the use of web-based instruction. Similarly, Göçen (2019) and Demirel et al. (2023) both demonstrated that web-assisted creative writing practices significantly improved digital writing skills, habits, and self-efficacy among teachers and students alike, though neither focused on structured academic writing in students.

Manidaki & Zafiri (2021) and Fatima Ba-Omar (2024) supported the effectiveness of digital platforms, particularly Web 2.0 tools and cooperative learning technologies, for enhancing writing performance. Li (2023) provided further empirical evidence that online collaborative writing tools such as Tencent Docs lead to greater writing performance and motivation compared to traditional methods. Additionally, Izzah Izzah & Febriyanti (2023) and Azlan & Yunus (2020) found that students generally had positive perceptions of using social networking sites for writing practice, indicating increased motivation and engagement when digital platforms are integrated.

Other studies offered complementary insights. Niyibizi et al. (2024) highlighted the role of diverse writing forms—such as poetry, essays, and agendas—in improving academic performance, while Zhang (2022) focused on how automated writing assessment systems can enhance feedback efficiency. Tu (2022) discussed the role of educational technology in grammar instruction, indirectly supporting writing skill development. Likewise, Liu (2023) underscored the importance of integrating reading and writing with feedback, even in the absence of advanced technologies.

Less central to the focus on digital tools, Jee & Aziz (2021) and Vula et al. (2024) examined pedagogical strategies, such as the process-based approach and ESL writing strategies, to support proficiency. While their studies affirm the value of structured writing instruction, they do not specifically engage with web-based or digital platforms. Meanwhile, Basurto et al. (2024) and Hidayati (2018) explored more traditional tools and challenges, such as worksheets and manual instruction, providing important context but limited relevance to web-enhanced methodologies.

Although many approaches have been taken, there is still a gap in the availability of learning tool that is contextualized and tailored to the local needs of junior high school

students. Research by Cupido & Anthonissen (2022) shows that multimedia approaches through learning websites can improve creative writing literacy, especially in learners with limited access to textbooks. Specially designed educational websites allow for the integration of local content, automatic evaluation and self-learning, which addresses the challenges of learning English in resource-limited areas (Martinez, 2020). Therefore, it is important to conduct development research to create a learning website that suits the needs of grade 8 junior high school students in Indonesia.

This research is also relevant in the context of online learning after the COVID-19 pandemic, where the use of digital media has become an integral part of learning activities. According to Rodzi & Said (2024), platforms such as Write & Improve have been shown to significantly improve the grammatical accuracy and organization of students' writing in online learning. Under these conditions, the development of a website as a medium for learning English writing for junior high school students becomes increasingly important and relevant to be researched and implemented systematically.

This study is crucial because it addresses all these identified gaps. It proposes the development of a custom-made educational website, specifically tailored to the academic writing needs of 8th-grade students. Unlike previous studies, this research integrates real-time feedback, writing scaffolds, and peer collaboration features into a single dedicated platform, aiming for measurable improvements not only in motivation but also in academic writing competence, including organization, grammar, vocabulary, and critical thinking. Addressing these issues ensures that digital learning interventions are developmentally appropriate, pedagogically targeted, and supportive of junior high school students' transition to more complex academic literacy tasks.

This study aims to design and develop YourWrites, an educational web-based platform specifically created to meet the academic needs of eighth-grade students. Using a Research and Development approach, the study focuses on identifying students' writing challenges and developing platform features that support independent improvement in grammar and text organization.

Research Methods

This section describes 5 things, namely research types, research data sources, research population and sample, data collection technique, and data analysis technique.

1. Research types

This study employed a mixed-methods approach using a convergent Research and Development (R&D) design adapted from Creswell (2018). This approach was selected because it enables the integration of qualitative and quantitative data to obtain a more comprehensive understanding of the research problem while systematically developing an educational product. The research focused on designing and developing a prototype of a web-based learning tool to support junior high school students' English writing skills. The study consisted of three main stages: needs analysis, product design, and initial product development. This method was considered appropriate as it addresses the research objectives, including identifying students' needs and challenges, exploring effective website features for writing development, and producing a pedagogically suitable learning tool. Thus, the mixed-methods R&D design provides both empirical data and practical outcomes aligned with the study goals.

2. Research Data Sources

The data sources in this study consisted of both primary and secondary data obtained from English teachers and junior high school students. Teachers were selected as key informants due to their direct experience in classroom practices, while students provided insights into their learning needs and difficulties, particularly in English

writing. The data included qualitative data in the form of interview transcripts and quantitative data derived from questionnaires. These data sources were considered relevant as they reflect both instructional practices and students' learning experiences, which are essential for developing an effective web-based learning tool.

3. Research Population and Sample

The population of this study comprised 8th-grade junior high school students. The sample was selected based on its relevance to the research objectives and participants' involvement in English learning processes. The selection criteria ensured that the participants were capable of providing meaningful data related to their learning needs and challenges in writing. This sampling approach was used to ensure that the units of analysis were representative and suitable for supporting the development of the proposed learning tool.

4. Data Collection Techniques

Data were collected using two main techniques: interviews and questionnaires. The interviews were conducted face-to-face using open-ended questions to explore participants' perspectives on Technology Enhanced Language Learning (TELL), constructivism, and writing models. This technique allowed for in-depth and flexible responses from participants. Meanwhile, the questionnaire consisted of structured statements using a Likert scale to gather measurable data on students' needs, attitudes, and learning preferences. These techniques were implemented systematically to ensure the accuracy and completeness of the collected data.

5. Data Analysis Techniques

The data analysis techniques were conducted systematically in several stages to ensure validity and reliability. Qualitative data from interviews were analyzed using thematic analysis, which involved data transcription, coding, categorization, and theme development to interpret participants' responses meaningfully. Quantitative data from questionnaires were analyzed using descriptive statistical analysis, including frequency distribution, percentages, mean, median, and mode, supported by SPSS software to enhance accuracy and efficiency. Furthermore, the study applied an integration technique through a side-by-side comparison approach, where quantitative findings were presented first, followed by qualitative results to support or explain the numerical data. This integrated analysis allowed for a comprehensive interpretation of the findings and strengthened the overall validity of the research.

Results and Discussion

Result

The results of the questionnaire are presented in the following Tabel, which summarizes students' responses toward the proposed features of the web-based writing learning platform. Based on the descriptive statistical analysis, all items show mean scores above 3.00, indicating that the majority of students agreed with the importance of each feature. The data also demonstrate relatively low to moderate standard deviations, suggesting that students' responses were generally consistent. These findings reflect a positive overall perception, where students show strong interest in features such as progress tracking, feedback mechanisms, multimedia content, and interactive learning activities. Therefore, the graphical representation provides a clear overview of students' needs and preferences as the basis for developing an effective web-based writing tool.

Table 1. Questionnaire Results

	N	Minimum	Maximum	Mean	Std. Deviation
I want to learn writing through a website that I can access anytime and anywhere.	30	1	4	3.23	.626
I want the website to have an attractive design, be easy to use, and be appropriate for my age.	30	1	4	3.40	.814
I want the learning materials on the website to be available in the form of text, audio, and videos, and to be aligned with the school curriculum.	30	2	4	3.43	.626
I want to be able to write and practice directly on the website.	30	2	4	3.33	.606
I want to receive feedback automatically or from my teacher after I complete my writing.	30	1	4	3.20	.761
I want the website to provide features for discussing and collaborating with my classmates or teacher.	30	2	4	3.27	.583
I prefer learning writing through hands-on practice rather than only reading theory.	30	1	4	3.10	.845
I want to be able to choose writing tasks or activities that match my interests or learning style.	30	2	4	3.13	.629
I want guidance in generating ideas, organizing paragraphs, and revising my writing.	30	1	4	3.00	.743
I want to know my progress and scores throughout the learning process and after completing each task.	30	3	4	3.60	.498
I want to be able to evaluate and improve my own writing based on the feedback provided.	30	3	4	3.40	.498
I feel more motivated and confident when I am supported by a website while learning to write.	30	2	4	3.53	.629
Valid N (listwise)	30				

The findings reveal that eighth-grade students demonstrate generally positive attitudes toward web-based writing learning, with mean scores ranging from 3.00 to 3.60, indicating agreement across all indicators. The phenomenon shows that students strongly need features such as progress tracking, feedback mechanisms, multimedia content, and engaging interfaces, while slightly lower responses appear in aspects related to guided practice and theory-based learning. These results indicate that students prefer interactive, practice-oriented, and technology-supported learning environments. Several influencing factors were identified, including students' motivation toward digital learning, the role of teacher guidance, and external constraints such as limited internet access and device availability. Teacher interviews further highlight that students still struggle with idea organization, coherence, and maintaining focus without proper scaffolding. The implications suggest that an effective learning platform must integrate feedback, structured guidance, and interactive features while also considering infrastructure limitations. Overall, the findings emphasize the importance of combining technological support with pedagogical guidance to enhance students' writing development and learning engagement.

The findings of this study reveal the specific needs and challenges faced by eighth-grade students in learning English writing, as identified through questionnaires and teacher interviews. The results indicate a strong student interest in utilizing web-based learning platforms, with 96.67% of respondents expressing enthusiasm for learning writing through a website that is accessible anytime and anywhere. This is supported by a high mean score of 3.23, suggesting that flexibility and accessibility are key factors influencing students' motivation. In addition, students demonstrated a clear preference for an attractive, user-friendly, and interactive interface, with a mean score of 3.40. The integration of multimedia elements, such as videos and images, was also highly valued, as 93.33% of students agreed that such features facilitate their understanding of writing topics and help them generate ideas more effectively.

Furthermore, the findings highlight the importance of feedback mechanisms in supporting writing development. Students showed a positive attitude toward the integration of both automated and teacher feedback ($M = 3.20$). While automated feedback is perceived as efficient and immediate, teacher feedback remains essential for addressing higher-order writing skills, including coherence, organization, and idea development. In terms of collaborative learning, students responded positively to interactive writing activities and peer collaboration ($M = 3.33$). Teacher interviews further confirmed that collaborative tasks can reduce students' anxiety and enhance engagement, although such activities require structured guidance to ensure their effectiveness.

One of the most significant findings relates to progress tracking features, which received the highest level of agreement among students ($M = 3.60$), with 60% strongly agreeing on its importance. This suggests that students value the ability to monitor their learning outcomes and development over time. However, despite these positive attitudes, several challenges were identified. From an infrastructural perspective, students reported issues such as unstable internet connectivity, limited access to personal devices (e.g., laptops or tablets), and occasional electricity disruptions. Pedagogically, students continue to struggle with organizing ideas and tend to rely heavily on teacher guidance or scaffolding, indicating a need for structured instructional support within the platform.

The findings of this study identify seven essential characteristics and functional requirements for the development of the YourWrites platform in enhancing English academic writing skills among eighth-grade students. First, flexibility and accessibility

emerged as critical factors, with 96.67% of students emphasizing the importance of a platform that can be accessed anytime and anywhere. This preference is reinforced by teachers' perspectives, which highlight the need for flexible learning environments that enable students to engage in independent study beyond classroom constraints.

Second, students expressed a strong preference for an engaging and age-appropriate interface, as reflected in a high mean score of 3.40. Teachers further emphasized that a user-friendly design is essential to accommodate diverse learning styles while maintaining students' interest without introducing unnecessary complexity. Third, there is a substantial demand for curriculum-aligned multimedia content ($M = 3.43$), indicating that students benefit from learning materials enriched with images, videos, and model texts that are specifically tailored to the junior high school curriculum.

In addition, students demonstrated a preference for hands-on and guided writing practice ($M = 3.10$), suggesting that practical activities are more effective than purely theoretical instruction. Both teachers agreed that direct engagement in writing tasks through digital tools not only accelerates the learning process but also contributes to the development of students' digital literacy. Furthermore, the findings highlight the importance of a combined feedback mechanism, where automated feedback provides immediate correction of technical errors, while teacher feedback supports deeper evaluation of content, organization, and coherence.

Collaborative learning also plays a significant role, as students responded positively to features such as peer review and discussion forums ($M = 3.27$). These features are perceived to foster teamwork and critical thinking skills, although teachers emphasized the need for structured facilitation to ensure productive collaboration. Notably, reflective tools and progress tracking received the highest level of agreement ($M = 3.60$), indicating that students highly value the ability to monitor their development, identify weaknesses, and sustain motivation over time.

These findings are operationalized in the design of the YourWrites platform through several key components, including a dual-dashboard system for students and teachers, a structured writing workflow encompassing planning, drafting, revising, and reflecting stages, and the integration of automated grammar-checking tools such as the LanguageTool API for real-time feedback.

The findings of this study can be interpreted within several theoretical and empirical frameworks. First, the high level of student interest in web-based learning aligns with previous studies by Izzah & Febriyanti (2023) and Azlan & Yunus (2020), which emphasize the role of technology in enhancing student engagement and motivation. This result is also consistent with the principles of Technology-Enhanced Language Learning (TELL), which advocate for learner-centered environments and the integration of multimodal resources to support language acquisition.

Moreover, the strong preference for collaboration and feedback reflects the principles of social constructivism as proposed by Vygotsky (1978), where learning is facilitated through social interaction and scaffolding. The findings suggest that students benefit from collaborative writing activities and guided feedback, which support their development within the Zone of Proximal Development (ZPD). In addition, the study supports the cognitive writing model proposed by (Ashraf, Jahan, Aqib, & Bahoo, 2021), as the platform provides structured opportunities for planning, drafting, and revising, which are essential components of effective writing instruction.

However, the results also highlight the continued necessity of scaffolding in writing instruction. Although students expressed positive attitudes toward digital learning, their moderate response to fully independent learning ($M = 3.10$) indicates that junior high

school students require more structured guidance compared to more advanced learners. This finding is consistent with Jee & Aziz (2021), who argue that explicit instruction and guided practice remain crucial in early stages of writing development.

Another important aspect identified in this study is the balance between efficiency and depth in feedback. In line with the findings of Zhang (2022) and Liu (2023), automated feedback systems are effective in providing immediate responses and improving efficiency; however, they are insufficient in addressing complex cognitive aspects of writing. Therefore, teacher involvement remains indispensable in supporting higher-level writing skills.

Finally, the strong emphasis on progress tracking features ($M = 3.60$) highlights the importance of metacognitive awareness in writing development. The ability to monitor progress enables students to reflect on their learning strategies and identify areas for improvement. From a practical perspective, these findings suggest that developers should prioritize user-friendly, mobile-accessible designs and incorporate features that support self-evaluation and strategic learning. Such an approach not only enhances usability but also promotes learner autonomy and long-term skill development.

The findings identify seven essential characteristics required for an effective web-based writing platform, including flexible access, engaging interface design, multimedia content, interactive writing practice, feedback mechanisms, collaborative features, and progress tracking tools. The phenomenon indicates that students highly value accessibility, motivation, and self-monitoring features, with progress tracking receiving the highest level of agreement. These characteristics reflect a shift toward learner-centered and technology-enhanced writing practices. The influencing factors include students' preference for flexible and interactive learning, the need for continuous feedback, and teachers' expectations for structured guidance and pedagogical alignment. Additionally, technological conditions such as device availability and internet stability also shape the implementation of these features. The implications highlight that an effective platform must balance usability, pedagogical relevance, and technological functionality. Furthermore, integrating automated and teacher feedback, collaborative learning, and reflective tools can significantly improve students' motivation, autonomy, and writing performance. These findings provide a practical framework for developing web-based learning tools that are both contextually appropriate and educationally effective.

Discussion

The findings of this study can be interpreted within several relevant theoretical and empirical frameworks. The strong preference for interactive interfaces and multimedia content supports previous research highlighting the role of digital tools in enhancing student engagement and writing practices, as demonstrated by Göçen (2019) and Göçer Demirel et al. (2023). The use of multimedia elements not only increases motivation but also functions as a scaffold for language acquisition, enabling students to better understand writing concepts while aligning with curriculum objectives.

Moreover, the emphasis on structured and guided writing practice reflects a process-based approach to writing instruction, in which learners engage in iterative stages such as planning, drafting, and revising. While technology can effectively support lower-order writing skills, such as grammar and mechanics, the role of the teacher remains indispensable in facilitating higher-order cognitive processes, including idea

organization and coherence. This finding underscores the continued importance of teacher guidance in technology-enhanced learning environments.

The implementation of a dual feedback system further highlights the balance between efficiency and depth in writing instruction. In line with Zhang (2022) and Liu (2023), automated feedback provides immediate and efficient responses to students' writing, whereas teacher feedback ensures a deeper understanding of complex writing elements. This combination allows for a more comprehensive approach to writing development, addressing both surface-level accuracy and higher-level composition skills.

Additionally, the integration of collaborative learning features aligns with the principles of social constructivism proposed by Vygotsky (1978), which emphasize the role of social interaction in cognitive development. Peer collaboration and discussion enable students to co-construct knowledge and develop critical thinking skills; however, the findings also indicate that such collaboration requires structured guidance to remain effective and focused.

Another important aspect highlighted in this study is the role of reflective tools and progress tracking in promoting metacognitive awareness. The high level of agreement on this feature suggests that students benefit from monitoring their own learning processes, particularly in identifying and correcting errors. This aligns with the concept of "debugging strategies" proposed by Suyansah et al. (2023), as well as the cognitive writing model introduced by Ashraf et al. (2021), both of which emphasize the importance of self-regulation in writing development.

The interpretation of these findings indicates that the integration of YourWrites features has significant implications for shifting the role of teachers from technical correctors to facilitators of the writing process. By delegating basic grammar and vocabulary corrections to the system, teachers can allocate more time to providing in-depth guidance on higher-order aspects such as text organization (Jee & Aziz, 2021). However, contrasting feedback from teachers highlights the limitations of artificial intelligence, particularly in evaluating students' logical reasoning, suggesting that technology cannot function as a standalone solution. Furthermore, the use of multimedia aligned with the curriculum (mean score of 3.43) serves as a cognitive bridge that helps reduce students' writing anxiety. Overall, the theoretical implication is that the platform should adopt a dynamic scaffolding model, offering automated support at the initial stages while still providing space for teachers to deliver substantive qualitative feedback.

Finally, the integration of these seven characteristics provides a comprehensive framework for ensuring that the YourWrites platform is both pedagogically sound and contextually appropriate for junior high school learners. By aligning technological features with students' needs and established learning theories, the platform demonstrates its potential as an effective tool for supporting writing instruction in EFL contexts.

Conclusion

This study concludes that eighth-grade junior high school students showed a generally positive attitude toward integrating web-based platforms in learning English writing. The questionnaire results, with mean scores ranging from 3.00 to 3.60, indicate agreement with the proposed online learning features. Students particularly appreciated opportunities for feedback, reflection, and self-evaluation, as seen in the highest-rated indicators: Tracking My Progress and Results Throughout Learning and Gaining Confidence in Writing Through Online Support. These results highlight the importance

of scaffolding, teacher guidance, and consistent feedback in enhancing students' writing confidence and motivation.

Furthermore, the study identified seven key characteristics of an web-based writing platform: flexible access, engaging and age-appropriate interface, multimedia learning aligned with the curriculum, interactive practice opportunities, feedback mechanisms, collaborative learning environments, and reflective tools. These elements align with students' learning needs and teachers' pedagogical expectations, ensuring both educational relevance and contextual appropriateness. Overall, effective web-based learning tools should balance engaging design with structured guidance and feedback, consistent with the principles of Social Constructivism (Vygotsky, 1978) emphasizing interaction and collaboration in language learning.

There are two significant outcomes expected from this study, covering both theoretical and practical aspects, which are intended to benefit teachers, students, and future researchers. This study will contribute to the body of literature in Teaching English as a Foreign Language (TEFL) by providing insights into the development of web-based learning tools specifically designed to support English writing skills. By focusing on the conceptualization and design aspects, the research addresses the existing gaps regarding how customized digital platforms can assist in language learning, particularly academic writing for junior high school students. It extends the theoretical framework by offering a clearer understanding of the features and structures that educational websites should possess to foster better writing outcomes in the digital era. This study offers valuable guidance for educators and educational technology developers. For teachers, it provides design-based recommendations on the characteristics that should be prioritized when selecting or creating digital learning resources for writing instruction. While the developed website is conceptual, the outlined features and pedagogical considerations can assist educators in identifying effective components for integration into classroom practices. Furthermore, it offers developers practical insights into creating more accessible, engaging, and pedagogically sound web-based writing platforms tailored to junior high school learners' needs, thus contributing to future improvements in language education technology.

Based on the findings of this research, several suggestions can be made for teachers, schools, and future researchers. For teachers, it is recommended to incorporate web-based learning platforms as supplementary tools in English writing instruction. These platforms can be used to provide timely feedback, encourage student reflection, and enhance learners' motivation in writing activities. For further studies are suggested to explore the long-term impact of web-based platforms on students' writing performance. Future investigations may also compare different age groups or proficiency levels to gain a broader understanding of how technology-assisted learning influences writing development across diverse educational contexts.

Author Contribution Statement

The authors' contributions to this article are as follows: Author 1 acted as the initiator and conceper of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results; Author 4 contributed to the data collection and critical revision of the article. All authors approved the final content of the article and are responsible for all aspects of this research.

Statement of Interest

All authors declare that they have no financial or non-financial conflicts of interest relevant to this research.

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