



# The Influence of Students' Interest in Digital Writing Platforms on Their Writing Achievement in Undergraduate Students

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**Abstract:** This study investigates the influence of undergraduate students' interest in digital writing platforms on their writing achievement. The research employed a quantitative correlational design involving 35 undergraduate students enrolled in an English writing course at a university in Indonesia. Data were collected through a questionnaire measuring students' interest in digital writing platforms and a writing test assessed using the ESL Composition Profile rubric. Descriptive statistics and Pearson Product-Moment Correlation analysis were conducted using IBM SPSS Statistics. The findings revealed that most students demonstrated moderate to high levels of interest in digital writing platforms, with 54.3% categorized as having high interest, while only 2.9% showed low interest. Students' overall writing achievement was classified at a moderate level ( $M = 67.54$ ,  $SD = 3.53$ ), with content receiving the highest average score among the five assessed writing components. The correlation analysis indicated a statistically significant negative relationship between students' interest in digital writing platforms and their writing achievement ( $r = -0.592$ ,  $p < 0.05$ ), suggesting that higher levels of interest were associated with lower academic writing performance. These findings imply that although digital writing platforms can enhance students' engagement, motivation, and accessibility in writing activities, they may also promote informal writing habits that are inconsistent with formal academic writing conventions. Therefore, educators should integrate explicit academic writing instruction, including guidance on grammar, organization, vocabulary, and formal writing conventions, into the use of digital platforms so that students' digital engagement can effectively support the development of their academic writing proficiency.

**Keywords:** Digital Writing Platforms, Learning Interest, Undergraduate EFL

## Introduction

Amid the rapid advancement of digital technology, its role is becoming increasingly essential in various fields, including education. The world of education is undergoing major changes due to the impact of technology, particularly in language learning and writing instruction. Digital learning is an example of the innovative integration of education and technology, which provides students with the opportunity to access learning materials freely and in a more interactive way. The adoption of technology in the field of education is driven by several factors. In some countries, advancements in information and communication technology (ICT) have been one of the key enablers, as well as the changes in education policy and the need for teaching methods that offer a more personalized and

adaptive approach ([Castro, 2019](#)) Digital writing platforms have also evolved alongside technological advancements. Students, particularly college students, are becoming familiar with digital platforms such as Google Docs, ProWritingAid, and other popular online platforms that help them complete their writing assignments. These platforms are widely used because they offer collaborative features, are easy to access, can be used flexibly from anywhere, and provide instant feedback ([Fakhruddin et al., 2024](#)).

Writing is one of the key skills in English language proficiency for EFL learners, in line with their academic achievements ([Naghdipour, 2021](#)) Students need effective writing skills to help them communicate their ideas and thoughts clearly, improve their academic performance, and, of course, support their professional development. Observations conducted by Baker (2019) indicate that writing skills significantly support academic performance by increasing the prevalence of English use in research. As is well known, scholars from around the world often encourage EFL academics to publish their work in English to gain recognition and contribute to international-scale publications. Furthermore, [Petelin \(2022\)](#) argues that effective writing skills are indispensable for carrying out various tasks and meeting the demands of professional advancement. In reality, however, many EFL learners still struggle with writing. The challenges they often face are closely related to grammar and vocabulary, while others find it difficult to organize and develop their ideas ([Pitukwong & Saraiwang, 2024](#)).

In recent years, digital writing platforms have been widely used to help students enhance their writing skills. These platforms offer a variety of capabilities, including grammar checking, collaborative writing, real-time feedback, and even offering support in organizing 1paragraph structure. [Pitukwong and Saraiwang \(2024\)](#) found that digital writing tools could enhance students' engagement, motivation, and writing achievement. Additionally, [Linda et al. \(2025\)](#) suggest that interactive digital platforms encourage active participation and collaborative learning in writing instruction.

Despite the growing use of digital writing platforms in higher education, studies focusing on students' interest in using these platforms and their influence on writing achievement are still limited. Most previous studies mainly discussed the effectiveness of digital writing tools or collaborative writing processes, while the relationship between students' interest and their writing achievement has not been deeply investigated. Therefore, this study aims to examine the influence of students' interest in digital writing platforms on their writing achievement among undergraduate students. The present study examines the following research questions.

1. **RQ1.** What are the undergraduate students' levels of interest in using digital writing platforms?
2. **RQ2.** How is the writing achievement of undergraduate students who use digital writing platforms?
3. **RQ3.** Is there a significant influence of students' interest in digital writing platforms on their writing achievement?

Introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state

of the research field should be carefully reviewed and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. APA style should be employed for citations and references. See the end of the document for further details on references.

### Literature Review

Writing achievement is one of the important indicators of students' academic success in language learning, as it enables students to express ideas, develop critical thinking, and communicate information effectively through written texts. In higher education, writing skill is essential because undergraduate students are frequently required to produce essays, reports, and academic papers. Writing is also considered one of the most complex language skills because it involves cognitive, linguistic, and affective aspects. According to [Ashrafganjoe \(2025\)](#), writing requires students to master various components such as vocabulary, sentence structure, grammar, and textual organization. Due to this complexity, many undergraduate students still experience difficulties in organizing ideas, applying grammar accurately, and expressing thoughts effectively in written form.

To address these challenges, educators are encouraged to implement innovative learning methods and digital learning environments that support students' writing development. In this regard, interest emerges as a key psychological factor that strongly influences students' learning achievement. Students who have a high level of interest tend to participate more actively in classroom activities, demonstrate stronger motivation, and achieve better academic performance. In writing instruction specifically, students' interest encourages them to practice writing more consistently and engage more deeply in learning tasks. Motivation, similarly, plays an important role in sustaining academic achievement, particularly in digital learning contexts. [Alanzi and Alhalafawy \(2022\)](#) emphasized that digital platforms provide flexible access, interactive learning experiences, and collaborative activities that help students maintain enthusiasm, especially during emergency and distance learning situations such as those caused by the COVID-19 pandemic.

Digital writing platforms, defined as online or technology-based tools that support students in producing, editing, sharing, and collaborating on written texts have become increasingly prominent in higher education. Platforms such as Google Docs, Google Classroom, Edmodo, Microsoft Teams, Moodle, and Google Sites offer interactive features that facilitate communication, collaboration, and feedback during writing activities. [Fakhruddin et al. \(2026\)](#) explained that these platforms provide features such as real-time editing, commenting systems, collaborative writing tools, and accessibility across devices, which help students improve communication skills and access learning materials flexibly. Nurfidah and Fandir (2024) further highlighted that digital platforms improve interaction between educators and students while facilitating inclusive and adaptive learning environments. [Lindra et al. \(2025\)](#) added that Google Sites, in particular, functions as an interactive instructional medium and digital portfolio that integrates various digital

resources into one learning environment, enabling students to upload assignments, receive peer and instructor feedback, revise their writing reflectively, and collaborate during writing activities.

The integration of these platforms into writing instruction has shown consistently positive effects on students' writing achievement and motivation. [Ulfa et al. \(2022\)](#) found that the use of Edmodo in writing classes increased students' motivation, curiosity, and participation, while also creating a more supportive and less stressful environment for sharing writing and receiving feedback. [Ashrafganjoe \(2025\)](#) found that the Hemingway App significantly improved students' writing quality in terms of content, organization, communicative achievement, and language use, while also reducing writing anxiety and increasing students' self-efficacy. [Suryani et al. \(2024\)](#) reported that integrating digital technology with project-based learning improved students' English writing skills and engagement by creating meaningful and interactive experiences. [Lindra et al. \(2025\)](#) similarly found a statistically significant improvement in students' writing performance after using Google Sites, attributing this to active participation, collaboration, direct feedback, and reflective revision practices. [Nurfidah and Fandir \(2024\)](#) also concluded that digital platforms broadly improve writing productivity, writing quality, motivation, and classroom interaction through collaborative applications such as Google Docs and Google Classroom.

Despite this growing body of evidence, limited research specifically examines students' interest in using digital writing platforms as the primary factor influencing writing achievement among undergraduate students. Previous studies have largely focused on the technical effectiveness of digital tools, collaborative writing processes, or general motivation in online learning environments, rather than positioning students' interest as the central variable under investigation. Therefore, this study aims to fill that gap by investigating the influence of students' interest in using digital writing platforms on writing achievement among undergraduate students.

## Research Method

This study employed a quantitative correlational research design to examine the influence of students' interest in digital writing platforms on their writing achievement. A correlational design was selected because this study sought to determine the degree and direction of the relationship between two measured variables without manipulating any condition ([Creswell, 2012](#)). This approach is appropriate when the researcher aims to identify whether and to what extent one variable statistically predicts another in a naturalistic educational setting.

The participants of this study were 35 undergraduate students from a single class enrolled in an English writing course at a university in Indonesia. Convenience sampling was employed as the sampling technique, in which participants were selected based on their accessibility and availability to the researcher ([Cohen et al., 2018](#)). Although this technique limits the generalizability of findings, it is considered practical and ethically appropriate for small-scale classroom-based research, particularly when the study is exploratory in nature.

Two instruments were used for data collection. The first instrument was a questionnaire designed to measure students' interest in digital writing platforms. The questionnaire was adapted from a previously validated instrument and employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items covered several dimensions of interest, including students' enjoyment, engagement, perceived usefulness, and willingness to use digital writing platforms in academic contexts. The use of a validated questionnaire ensured the content validity and reliability of the interest measurement without requiring additional pilot testing in this study.

The second instrument was a writing test used to assess students' writing achievement. Students were asked to produce a written text under controlled conditions, and their writing was evaluated using the ESL Composition Profile rubric developed by Jacobs et al. (1981). This rubric assesses five components of writing quality: Content (maximum score: 30), Organization (maximum score: 20), Vocabulary (maximum score: 20), Language Use (maximum score: 25), and Mechanics (maximum score: 5), yielding a total maximum score of 100. The ESL Composition Profile is a widely recognized and extensively validated instrument in the field of writing assessment, making it suitable for measuring academic writing achievement among undergraduate EFL students.

Data was collected during regular class sessions. Students completed the interest questionnaire and the writing test in the same session to minimize potential threats to internal consistency. The collected data were then analyzed using IBM SPSS Statistics. Descriptive statistics, including mean scores and standard deviations, were computed to describe the distribution of both variables. To examine the relationship between students' interest and writing achievement, a Pearson Product-Moment Correlation analysis was conducted. Before the correlation analysis, the assumptions of normality and linearity were verified to ensure the appropriateness of the statistical procedure. The significance level was set at  $\alpha = 0.05$  for all inferential analyses.

## Result and Discussion

This study aimed to investigate the influence of students' interest in digital writing platforms on their writing achievement among undergraduate students. The data were collected from 35 participants using a questionnaire to measure students' interest and a writing test scored using the ESL Composition Profile rubric (Jacobs et al., 1981). The descriptive statistics of both variables are presented in Table 1.

**Table 1:** Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	SD
Students' Interest in Digital Writing Platforms	35	67	122	98.86	11.18
Writing Achievement	35	61	77	67.54	3.53

As shown in Table 1, students' interest in digital writing platforms ranged from a minimum of 67 to a maximum of 122 ( $M = 98.86$ ,  $SD = 11.18$ ). This relatively wide range reflects meaningful individual differences in how students perceive and engage with digital writing tools. The mean score of 98.86 suggests that, on average, students exhibited a

moderate-to-high level of interest. Such a pattern may indicate that digital platforms have become an increasingly familiar and appealing medium for undergraduate students, possibly due to their accessibility, interactive features, and integration into academic and social routines.

To provide a more nuanced picture of this distribution, students' interest scores were further classified into three categories: high ( $\geq 100$ ), moderate (75–99), and low ( $< 75$ ), as displayed in Table 2.

**Table 2:** Distribution of Students' Interest Categories

No	Category	Score Range	Frequency	%
1	High	$\geq 100$	19	54.3%
2	Moderate	75 – 99	15	42.9%
3	Low	$< 75$	1	2.9%
Total			35	100%

Table 2 reveals that more than half of the participants (54.3%,  $n = 19$ ) fell into the high interest category, while 42.9% ( $n = 15$ ) demonstrated moderate interest. Only one student (2.9%) was classified as having low interest. This distribution indicates that the majority of students held a favorable disposition toward digital writing platforms. The predominance of high and moderate interest levels may reflect the growing role of technology in contemporary educational contexts, where students are frequently exposed to and encouraged to use various digital tools for learning and communication. However, the fact that a substantial portion of students showed only moderate interest also suggests that not all students are equally enthusiastic, which may be influenced by factors such as digital literacy levels, prior experience with academic writing software, or personal learning preferences.

With regard to writing achievement, students were assessed using a writing test evaluated across five components: Content (C), Organization (O), Vocabulary (V), Language Use (L), and Mechanics (M), following the ESL Composition Profile (Jacobs et al., 1981). Table 3 presents the descriptive statistics for each component.

**Table 3:** Descriptive Statistics of Writing Achievement Components

No.	Writing Component	Mean Score	Std. Deviation
1	Content	23.34	1.92
2	Organization	15.26	1.74
3	Vocabulary	12.89	1.64
4	Language Use	12.71	1.62
5	Mechanics	3.37	0.55
Total - Overall Writing Achievement		67.54	3.53

As indicated in Table 3, the total writing achievement scores ranged from 61 to 77 ( $M = 67.54$ ,  $SD = 3.53$ ), placing the overall performance within the moderate category according to the scoring rubric. The narrow standard deviation ( $SD = 3.53$ ) suggests a fairly homogeneous distribution of scores, meaning that most students performed within a comparable range with limited variability. Among the five writing components, Content

yielded the highest mean score ( $M = 23.34$ ,  $SD = 1.92$ ), indicating that students were comparatively more capable of generating and developing ideas. This may be attributed to students' regular exposure to content-driven writing tasks in academic settings, as well as their familiarity with expressing opinions in digital spaces.

Organization followed with a mean of 15.26 ( $SD = 1.74$ ), suggesting a moderate level of competence in structuring written texts. Vocabulary ( $M = 12.89$ ,  $SD = 1.64$ ) and Language Use ( $M = 12.71$ ,  $SD = 1.62$ ) produced nearly identical means, reflecting comparable levels of lexical and grammatical proficiency among the participants. The relatively similar scores across these two components may indicate that students' command of vocabulary and grammar developed in a parallel manner through their academic writing instruction. The Mechanics component recorded the lowest mean ( $M = 3.37$ ,  $SD = 0.55$ ), which is expected considering its narrower scoring range compared to the other components. Nonetheless, the low standard deviation in mechanics suggests that students performed consistently within this subscale, with minimal disparity across individuals.

To examine the relationship between students' interest in digital writing platforms and their writing achievement, a Pearson Product Moment Correlation analysis was conducted. The null hypothesis ( $H_0$ ) posited that there is no significant influence of students' interest on writing achievement, while the alternative hypothesis ( $H_a$ ) proposed a significant influence. The results of the correlation analysis are presented in Table 4.

**Table 4:** Pearson Correlation Analysis Results

An example of a heading	r	r <sup>2</sup>	t-obtained	t-table ( $\alpha=0.05$ )	Sig.
Interest → Writing Achievement	-0.592	0.350	-4.218	2.035	0.000

The results presented in Table 4 show a Pearson correlation coefficient of  $r = -0.592$  with a coefficient of determination of  $r^2 = 0.350$ . The obtained t-value of  $-4.218$  exceeded the critical t-table value of 2.035 ( $df = 33$ ,  $\alpha = 0.05$ ), and the significance level was recorded at  $p = 0.000$ , which is well below the 0.05 threshold. Consequently, the null hypothesis ( $H_0$ ) was rejected, and it can be concluded that students' interest in digital writing platforms has a statistically significant influence on their writing achievement.

The coefficient of determination ( $r^2 = 0.350$ ) indicates that 35.0% of the variance in students' writing achievement is explained by their level of interest in digital writing platforms. The remaining 65.0% of the variance may be attributable to other variables beyond the scope of this study, such as students' prior writing experience, quality of formal writing instruction received, frequency and purposefulness of platform use, motivation, or individual cognitive factors related to writing ability.

A particularly noteworthy finding is the negative direction of the correlation ( $r = -0.592$ ), which reveals that higher interest scores were associated with lower writing achievement scores. This counterintuitive result warrants careful interpretation. One plausible explanation is that students who are more interested in and engaged with digital writing platforms tend to be more accustomed to informal, conversational, or social-media-style writing. Such writing typically differs substantially from the formal academic writing

conventions assessed in this study, including the use of structured argumentation, formal vocabulary, and adherence to grammatical norms. Yunus et al. (2019) similarly noted that although digital tools can effectively boost motivation and engagement, the type of writing practiced on informal platforms may not align with the demands of academic writing in terms of rhetorical structure, lexical precision, and formal conventions.

Furthermore, students with high digital interest may rely more heavily on informal written communication (e.g., social media posts, instant messaging, or blog entries), which could potentially interfere with their internalization of formal academic writing conventions. This phenomenon, sometimes referred to as informal register transfer, suggests that enthusiasm for digital platforms does not automatically translate into improved academic writing competence without deliberate instructional guidance.

The regression equation derived from the analysis,  $Y = 85.99 - 0.187X$ , further supports this negative predictive relationship. The equation indicates that for every one-unit increase in interest score, writing achievement is predicted to decrease by 0.187 points. While this decrease may appear modest in isolation, it becomes statistically and practically meaningful across the full range of interest scores observed in this study (67 to 122), resulting in a predicted difference of approximately 10.3 points in writing achievement between the lowest and highest interest scores.

These findings carry important pedagogical implications. The results suggest that students' interest in digital writing platforms alone is insufficient as a predictor of academic writing proficiency. Teachers and curriculum designers should therefore go beyond simply encouraging students to engage with digital writing environments; rather, they should actively design instructional activities that channel students' digital enthusiasm toward purposeful, structured, and academically oriented writing tasks. Integrating formal writing scaffolding within digital platform use, such as guided genre-based writing activities, explicit instruction in academic register, and reflective writing exercises, may help bridge the gap between students' interest in digital tools and their formal writing competence. Future research should also explore the mediating roles of platform type, writing task genre, and instructional context in shaping the relationship between digital interest and academic writing achievement.

## Discussion

The findings of this study showed that most undergraduate students had a moderate to high level of interest in using digital writing platforms. More than half of the participants (54.3%) were categorized as having high interest, while only one student was categorized as having low interest. This finding indicates that digital writing platforms have become closely connected to students' academic activities and daily communication habits. The increasing use of technology in education may influence students' positive perceptions toward digital writing tools because such platforms provide flexibility, accessibility, collaborative features, and instant feedback. In other words, students tend to feel more comfortable and engaged when writing through digital media compared to conventional writing methods. This finding is in line with [Castro \(2019\)](#), who explained that technology-

based learning environments encourage more adaptive and interactive learning experiences for students. Stated that digital writing platforms support collaborative writing activities and create more engaging learning environments for undergraduate students (Fakhrudin et al., n.d.).

Although students demonstrated relatively high interest in digital writing platforms, their writing achievement remained at a moderate level, with an overall mean score of 67.54. Among the five writing components, Content achieved the highest mean score ( $M = 23.34$ ), indicating that students were generally capable of generating and developing ideas in their writing. This trend could be attributed to the students' frequent engagement in digital communication, where they regularly express opinions, share experiences, and exchange ideas online. Nevertheless, their moderate performance in vocabulary, language use, and mechanics indicates ongoing challenges in adhering to formal academic writing conventions. This finding supports the argument that many EFL students still experience challenges in grammar accuracy, vocabulary use, and academic writing organization despite being familiar with English writing practices in digital contexts (Naghdi-pour, 2021).

The most significant finding of this study was the existence of a statistically significant negative relationship between students' interest in digital writing platforms and their writing achievement ( $r = -0.592$ ,  $p < 0.05$ ). This result indicates that students with higher levels of interest in digital writing platforms tended to achieve lower writing scores. This finding seemingly contradicts the prevailing literature, which typically associates the integration of digital writing tools with increased learner motivation and active engagement in writing tasks. Previous studies generally reported that digital platforms could positively influence students' participation and confidence in writing activities ([Pitukwong & Saraiwang, 2024](#)). However, the present study demonstrates that high interest in digital platforms does not automatically lead to strong academic writing performance.

A plausible explanation for this inverse relationship is that extensive engagement with digital writing platforms may habituate students to the informal registers typical of social media, instant messaging, blogs, and online forums. Within these digital spaces, communication often prioritizes immediacy, simplicity, and colloquial expressions over grammatical precision and formal academic structures. As a result, students may unconsciously transfer informal language habits into academic writing tasks. This phenomenon is often referred to as informal register transfer, where informal communication styles influence formal writing performance. Although, digital platforms can increase students' engagement and motivation, they may not necessarily improve students' formal academic writing competence if the platforms are primarily used for informal communication purposes.

Another possible explanation is students' overreliance on automated digital writing features such as grammar correction tools, spelling checkers, predictive text, and auto-completion systems. Although technological interventions facilitate efficiency in completing writing tasks, excessive reliance on these utilities risks diminishing students' autonomous grammatical judgment and critical reflection during composition. This suggests a shift where students prioritize automated assistance over the development of their intrinsic

writing capabilities. Consequently, when students are required to produce formal academic writing independently, their performance may not reflect the high level of interest they show toward digital writing environments. This argument is supported by the emphasis that effective academic writing requires not only technological support but also strong mastery of organization, grammar, vocabulary, and critical writing skills (Petelin, 2022).

The regression analysis in this study further strengthened the interpretation of the negative relationship between students' interest and writing achievement. The regression equation,  $Y = 85.99 - 0.187X$ , indicates that every one-point increase in students' interest score predicts a decrease of 0.187 points in writing achievement. Although the decrease appears relatively small, the effect becomes more meaningful when considering the wide range of students' interest scores found in this study. This finding suggests that interest alone is insufficient to improve students' academic writing performance unless it is accompanied by proper instructional guidance and structured academic writing practice.

These findings offer crucial implications for English Language Teaching (ELT), specifically within the domain of academic writing pedagogy. The outcomes indicate that instead of simply promoting the use of digital writing platforms, educators and instructors must actively guide students to utilize these tools for academically meaningful and rigorous purposes. To optimize outcomes, digital writing activities ought to be blended with explicit pedagogy in grammar, academic vocabulary, paragraph structure, and genre-based writing conventions. Furthermore, instructional guidance is necessary to help learners differentiate between the informal nature of digital communication and the rigorous standards of academic prose. This balanced approach ensures that students leverage the advantages of digital platforms without compromising the quality of their academic writing.

Despite its contributions, this study still has several limitations. First, the study involved only 35 undergraduate students, which limits the generalizability of the findings to broader educational contexts. Second, the scope of this inquiry was restricted to evaluating students' interest in digital writing platforms, thereby omitting other influential variables that could dictate writing proficiency. Consequently, the potential impacts of writing anxiety, digital literacy, self-efficacy, motivation, or the frequency of platform interaction were not accounted for in the analysis. Future studies are therefore recommended to involve larger samples and investigate additional variables in order to provide a more comprehensive understanding of how digital writing platforms influence students' academic writing development.

## Conclusion

This study concludes that although undergraduate students generally demonstrated moderate to high levels of interest in digital writing platforms, greater interest was significantly associated with lower academic writing achievement. These findings suggest that students' enthusiasm for digital writing platforms alone does not necessarily improve formal writing competence, particularly when the platforms are primarily used for informal communication or when students rely heavily on automated writing features. The study highlights the importance of integrating digital writing platforms with explicit instruction

in academic writing, including grammar, vocabulary, organization, and formal writing conventions, so that digital engagement can effectively support students' writing development. In practice, educators should design structured learning activities that encourage the purposeful use of digital platforms for academic writing rather than for informal communication. Future research is recommended to involve larger and more diverse samples, examine additional variables such as digital literacy, self-efficacy, writing anxiety, and motivation, and explore how different types of digital writing platforms influence students' academic writing achievement.

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