

Students' Perspectives on Feedback From Write & Improve Website in Supporting Writing Skills

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A B S T R A C T

Writing is one of important skills considered in the process of learning English. In order to support the development of writing skills, feedback is key features for guiding the English learners in identifying and correcting their writing errors. However, with the advancements of technology, automated writing evaluation (AWE) tool integrated to provide immediate feedback on students' writing. This study aims to find out whether feedback provided by this website help students to produce written works and help them understand the basic elements of writing and their writing level. English students at Pekalongan University were participant of this study. Data were collected through questionnaire and semi structured interview. The result revealed that students have positive response regarding the use of feedback from Write & Improve in supporting their writing skills. However, the website still needs further development.

Keywords: *Student Perspective, Feedback, Website, Automated Writing Evaluation Tool, Writing.*

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INTRODUCTION

Writing can be defined as one of the key abilities in English, and it is an important skill that is constantly used in academic settings. Sari et al. (2024) explained that writing is the process of putting ideas, feelings, and thoughts into written form. The main objectives of teaching and learning writing skills are to help students comprehend, develop, and arrange the ideas systematically as well as learn how to write texts with accurate meaning (Marlina et al., 2024). This means that students are required to understand various kinds of text types, including narrative, expository, persuasive, descriptive text, etc. Those kinds of texts have different structures, characteristics, and social functions that are used to deliver different purposes in the communication (Wijati et al., 2023). This important skill is used in the various settings, especially in academic contexts to convey ideas clearly and efficiently. The different experience process of writing text influence the different quality of a written (Vandermeulen et al., 2024). To achieve the main goals of writing, students must understand the five stages of writing to produce good quality of written work, including the process of planning, drafting, revising, editing, and publishing (Suprpto et al., 2022). Furthermore, the linguistic aspects of writing should be carefully considered, as students are most likely to make some mechanical errors and are still confused about how to apply punctuation, capitalization, and spelling correctly (Marlina et al., 2024).

In the *Merdeka* curriculum, there are some principles that had to be implemented, such as diversity, flexibility, and community support, to facilitate students to become more active and be able to support their potential in the learning process (Muashomah et al., 2024). However, many EFL (English for Foreign Language) classrooms in Indonesia still have limited access in facilitating students' needs to improve their skills in English. Some educators do not

have enough time and support to give clear and helpful feedback for each student, and this makes students less motivated and unable to improve their skills. Based on the previous study conducted by Bachtiar and Puspitasari (2024), there are several barriers found in the Indonesian EFL classroom including lack of personal development, insufficient learning sources, and overcrowded classroom. Those challenges often make it difficult for the educators to provide personalized and immediate feedback to support students in the writing class. In response, the advancement of technology becomes essential, and the integration of technology in the writing class can be effectively support students' learning needs. Technology integration offers numerous solutions and organized overall learning process (Nikou & Maslov, 2021).

Feedback and automated writing evaluation tools

Feedback is a core part of learning and should be integrated in the writing class (Charalampous & Darra, 2023; Dale, 2006). Feedback is an important part in the teaching and learning activities that aim to support student participation and learning outcomes regarding monitoring students' works and achievement (Wang & Huang, 2022). Significant changes appeared in the learner's revision as the result of specific types of feedback they received (Charalampous & Darra, 2023). Feedback in the writing class plays an important role. Moreover, providing constructive criticism and feedback helps students develop their self-confidence, critical thinking, writing quality, and independence in their language learning (Elhawwa et al., 2024; Hammad Al-Rashidi & Aberash, 2024).

As the advancement of technology rapidly changes and influence the teaching and learning process, giving feedback for the students' works is no longer limited to the traditional method that depend only on the educators. Although traditional feedback from instructors provided valuable meaning, it is frequently limited by teachers' availability and subjectivity. To address those problems, the integration of technology in the writing class can deliver instant, objective, and personalized feedback. Ulya (2023) stated that in this digital age, the process of review and evaluation has to adapt to the technological change as it plays essential roles in the evaluation process. One of the integrations of technology that can be implemented in the writing classes is a tool called automated writing evaluation (AWE). Wale (2024) defined this tool as an artificial technology to assist and evaluate written work.

Several studies have been conducted in exploring the role of this tool in supporting students' writing skills. Students received the feedback so they can revise and evaluate their work as many as the want in the certain time (Chen & Cheng, 2008). Based on the research previously conducted by Parra and Calero (2019), automated writing evaluation (AWE) tools enhance students' writing performance and encourage them to improve their writing aspects including grammar and other linguistic aspects. In the previous study conducted by Wang (2015) stated that the automated writing evaluation tools brings several benefits for the students and the teacher as it provided corrective feedback and instant scoring features.

Feedback generated by the AWE program is corrective feedback that concentrates on linguistic aspects that are automatically detected by the program's database system (Miranty et al., 2023). The feedback generated really helps students identify their errors and encourages them to do self-revision on their written work. This automated writing evaluation tool stimulated and encouraged students' interest in doing revision in their writing works even though the system did not directly stated the areas they should improve (Yuan, 2023). Moreover, Geng and Razali (2022) stated that automated writing evaluation can effect students' performance in writing, they can reduce the frequency of the mistakes they made and improve their writing accuracy. Therefore, automated writing evaluation tools in the writing classroom complement the traditional feedback from the instructor, making the feedback process more accessible and efficient.

Write & Improve with Cambridge Website

Write & Improve with Cambridge English is one of the AWE (automated writing evaluation) tools developed by Cambridge English. It is a free online software tool that offers various elements to help the users practice their English writing skills. Thao and Vu (2023) emphasize that Write & Improve with Cambridge helps the users to get automated feedback that can help them improve their writing skills. Write & Improve has more than a hundred

tasks with various topics; this tool is designed to accommodate the English learners in different CEFR levels. The user can freely choose the task and instantly get feedback to encourage their writing improvement. After submitting and receiving the feedback, the users discover their writing error and automatically practice more often with the help of Write & Improve, which provides automated, instant, contextualized, effective, and non-judgmental feedback (Manipatruni et al., 2024).

Write & Improve with Cambridge is an automated writing evaluation (AWE) tool designed to enhance writing skills through web-based platforms, interactivity, and instant feedback mechanisms. Write & Improve with Cambridge can be accessed on any kind of device, such as laptops, tablets, and smartphones. As a digital platform, this platform offers broad accessibility and is freely accessible through the official website at <https://writeandimprove.com> without installation and any additional software required. Once Write & Improve is accessed, the users are directed to a login page and need to sign in to log into the homepage. For new users, the first step to do is creating a new account. This website also provides a flexible sign-in method by linking an existing Google account or Facebook account. This website has a user-friendly interface that is designed to help students improve their writing skills by providing customized and personalized workbooks (Wali & Huijser, 2018).

Generally, this study focuses on exploring students' perspectives towards the use of the feedback from an automated writing evaluation tool called Write & Improve in supporting students' writing skills. This study also aims to find out whether feedback provided by this website helps students to produce written works and help them understand the basic elements of writing and their writing level.

METHOD

This study applied descriptive qualitative method. According to Creswell and Creswell (2018), qualitative methods use text and visual data; this method has distinct procedures for data analysis and has various kinds of designs. Moreover, Yin (2016) stated that qualitative research focuses on the meaning and the concept in understanding the particular phenomenon. While descriptive research can be described as a sort of study used to describe existing phenomena with as much detail as possible (Atmowardoyo, 2018). In the scientific study, the researcher presented the result after collecting and analyzing the data (Sugiyono, 2013). In this case, the researchers presented the result of English students' perspectives on feedback provided by Write & Improve with Cambridge website in supporting students' writing skills using tables and narrative descriptions.

The fourth semester of English education students at Pekalongan University were participants of this study. Firstly, Write & Improve was introduced as an automated writing evaluation tool. After being introduced to the platform, the students were instructed to actively engage with the website by completing some exercises and submitting their writing projects to receive immediate feedback from the Write & Improve website. As a primary data source, there were around 25 students in this class who were chosen as a sample of this study, as they had previously assessed the Write & Improve with Cambridge website and worked on a digital workbook on the website. Then the researcher chose five students from the total number of students as interview participants to get an in-depth understanding of their perceptions.

In this descriptive qualitative study, close-ended Likert questionnaires and semi-structured interviews were used to collect the data. In this study, a close-ended Likert questionnaire was used to gain information from students' experiences in using Write & Improve with Cambridge. The questionnaire was distributed online via Google Forms starting from April 22nd to May 13th 2025. During that time, the interview was also conducted from May 1st to May 10th, 2025 to get an in-depth understanding of students' perspectives with an estimated time of about 10-15 minutes for each student. A total of five students consisted of two male students and three female students participated in the interview.

To ensure the validity and reliability of the findings, this study employed data triangulation by integrating data sources from questionnaire, interview, and involving expert judgment who is an expert on English writing and an English education lecturer. The first data source was a questionnaire on their perceptions of the platform's usability, engagement, feedback quality, The second data source was semi-structured interviews conducted with selected students to gain deeper qualitative insights into their experiences in using Write & Improve. The third data source was expert judgment, which served as an external validation of the research instrument and the evaluative statements about the platform. An expert reviewed the statements regarding the platform's role in developing students' writing skills, fostering engagement, and supporting self-evaluation and revision.

FINDINGS AND DISCUSSION

Findings

This study was conducted to find out students' perceptions towards the feedback from Write & Improve in supporting writing skills. Findings presented as the result of data collection that were obtained from questionnaire and interview.

Table 1. Questionnaire result

Statement	SD	D	N	A	SA
The features in Write & Improve are useful for improving writing text types	4% (1)	4% (1)	8% (2)	56% (14)	28% (7)
I receive immediate feedback after submitting my writing	0%	4% (1)	12% (3)	52% (13)	32% (8)
Write & Improve provides detailed feedback	4% (1)	8% (2)	32% (8)	36% (9)	20% (5)
The feedback I receive from Write & Improve is accurate and easy to understand	4% (1)	12% (3)	16% (4)	48% (12)	20% (5)
I have improved some aspects of my writing (e.g., grammar, coherence, structure) due to the feedback provided by Write & Improve	0%	8% (2)	28% (7)	44% (11)	20% (5)
The feedback provided by Write & Improve helps me focus on specific and important errors in my writing	0%	8% (2)	12% (3)	60% (15)	20% (5)
I can self-assess my writing based on the feedback provided by Write & Improve	0%	8% (2)	28% (7)	44% (11)	20% (5)
Write & Improve provides useful suggestions for revision on my writing	4% (1)	8% (2)	20% (5)	44% (11)	24% (6)
I revise my writing multiple times based on Write & Improve feedback	0%	12% (3)	28% (7)	52% (13)	8% (2)
I evaluate my writing progress after using the feedback from Write & Improve	0%	4% (1)	24% (6)	56% (14)	16% (4)

The result of the questionnaire showed that most students have positive perspectives about using Write & Improve in assisting their writing performance. A large number of students (84%) agreed or strongly agreed that the features of the platform are useful for improving writing. Furthermore, regarding the immediate feedback provided by the website

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84% of the students stated that they received the feedback right after submitting their works as it the main benefit of using an automated writing evaluation tool.

There were few statements related to the feedback clarity. More than half of the participants (56%) agreed that the feedback from the website is detailed, although 32% of them were stayed neutrally and 12% of the students disagreed. It suggested that the level of specificity still need to be improved. In terms of accuracy and clarity, 68% of them found that the feedback is quite easy to understand. The statement related to the impact of the feedback, 64% students agreed that the feedback helped them improve several aspects of writing including grammar, coherence, structure, etc. Majority of the students (80%) noticed the feedback helped them aware about their mistakes. Additionally, 64% of them believed that they could do self-assess based on the feedback they received.

About 60% of the students agreed or strongly agreed that they revise their work multiple times based on the feedback provided by Write & Improve. In the last statement about evaluating the progress after receiving the feedback there were 72% students who said they reflect and evaluate their progress after applying the feedback, it showed that Write & Improve website support students' self-evaluation. Based on the questionnaire, the result showed that overall students have positive response in using Write & Improve website. This website facilitated students' writing development by providing feedback that can help them improve the quality of their written works.

Clarity and quality of the feedback

Related to the clarity, detail, and overall quality of the feedback, this study found that the majority of the participants shared some important concerns toward the feedback. Although the feedback function was important key feature and helpful, some participants mentioned that the feedback often lack of clear and detailed explanation. Several participants showed that Write & Improve effectively pointed out students' mistakes that need some improvement, including grammatical issues or incorrect word choices. However, they also noticed that the feedback did not provide any explanation. Student 1 said the feedback only highlighted the errors without explaining the reason. Moreover, Student 2 added that the feedback looked detail but still lacked of explanation.

Besides the lack of detailed explanation, Student 4 explained that while the feedback could be specific in pointing out the mistakes, the way the website presented the feedback sometimes was not consistent. However, they agreed that the feedback gave them useful feedback to revise their work. Student 5 added that it might be easier for the user to fix the errors if the website just highlighted the incorrect word not the entire sentence.

In general, the findings indicated that Write & Improve provide immediate and good quality of feedback. Nevertheless, there are still need some improvement in the feedback clarity and the way the feedback presented. Students emphasized that the feedback should do more than identifying their mistakes but also gave them suggestion to improve the quality of their works to enhance the effectiveness of the feedback in supporting students' writing skills.

Strengths and weaknesses of the feedback by Write & Improve

The findings revealed that students generally viewed the feedback from Write & Improve as a helpful tool for supporting their writing skill, especially supporting their individual learning. When comparing this website with the other automated writing evaluation tools like Grammarly, ProWritingAid, or Quillbot, students stated that Write & Improve focused on helping the users to learn and understand their own skills. Write & Improve encouraged the students to think more and evaluate their written work to figure out how to improve by themselves.

Several students emphasized that this kind of reflective approach supported their learning process effectively. Student 1 mentioned that Write & Improve guided them to reflect and correcting their errors on their own. In line, Student 3 added that Write & Improve offered more learning-oriented feature that focus on the writing practices. In conclusion, all the participants agreed that Write & Improve helped them acknowledged their strengths and weaknesses in writing. Student 1 mentioned the feedback provided by Write & Improve made them more aware in the specific areas to improve. Student 4 added that the use of symbols

encouraged them to think critically about their mistakes, not only relying on the automated corrections. Based on those statements, it indicated that Write & Improve encouraged the students to actively engaged in the process of revising their writing works.

Even though there were some strengths identified in the website, students reported several weaknesses in the feedback provided by Write & Improve with Cambridge. One of the main concerns from the feedback provided was lack of detailed explanation. While the feedback identified some writing errors, it failed to provide further explanation and suggestion for the mistakes. Student 5 shared that this problem might be challenging for the beginner level students who may need more explanation to understand and revise their mistakes.

Another concern mentioned by the students was the inconsistency of the feedback. Some students noticed that the specificity and clarity of the feedback were not consistent while accessing different text types. In some cases, the feedback presented helpful hints in the word correction level, but sometimes the website just highlighted the entire sentence without any further explanation. This kind of consistency issue reduced the website reliability for supporting students' writing skills.

Perceptions of students' writing improvement

This finding explored students' improvement after using Write & Improve for several times. The result showed that the students gained more confidence in revising their work even though they still did not view significant improvement in their writing level provided by the website. Students stated that they feel more confidence because of the growing awareness of their strengths and weaknesses in writing. Some students mentioned that after several attempts and repeated use of Write & Improve, the website helped them better understand in the areas that still needed some improvement. Student 1 shared the experience after using Write & Improve, they started to understand their own writing pattern and notice repeated mistakes. Similarly, Student 4 observed small progress and said that even though their writing level did not change, the progress tracking feature showed some improvement. In addition, Student 5 also mentioned that the feedback lead them to understand their mistakes which lead to major development in learning process even though not always showed instant improvement. It revealed that becoming more aware of weaknesses is an important stage for writing development.

However, only student 3 reported that there was no noticeable progress in the student 3's written work. Student 3 added the reason behind the statement was because student 3 did not use Write & Improve as a regular platform for assisting writing. This response indicated that regular use of Write & Improve helped students to improve their writing. Although their writing score or level was not significantly improved, they have acknowledged understanding their writing habits and patterns.

Discussion

This section discussed the finding result related to students' perspectives on feedback provided by Write & Improve with Cambridge. It focuNsed on how the feedback supported students' writing skills. Generally, the findings from both the questionnaire and interview indicated that students viewed the feedback from Write & Improve as a helpful and supportive feature that encouraged their confidence in writing. However, the findings also identified some limitations in the feedback, especially related to the feedback's clarity. One of the most commonly mentioned advantages of the platform is the instant and immediate feedback provided for the learners. Based on the questionnaire result, students liked how fast they got feedback from Write & Improve. It helped them to fix their writing quickly after they received the feedback. They also allowed them to revise their writing task several times; this helped them learn better by practicing and correcting their work. This idea supports that students use the computer-based program to help them revise their writing as they want without always waiting for the help from the teacher (Chen & Cheng, 2008).

The interview also supported the questionnaire findings. Student 1 and Student 2 mentioned that the feedback quickly highlighted their mistakes. It allowed them to think and revise in time without needing to wait for teachers' feedback. Similar to the statement from

Elhawwa et al. (2024), it indicated that using a detailed plan and quickly responding to the students created a supportive learning environment that encouraged students to stay motivated. The feedback provided by the platform supports independent learning by giving them a chance to revise and resubmit their work after receiving the feedback.

Based on the research findings, even though the website had many advantages as a learning platform, nearly half of the students stated that the feedback lacked specificity and detailed explanation. In line with the findings from Thao & Vu (2023), Write & Improve mostly identified mistakes at the sentence level more than at a word level. As mentioned in Elhawwa et al. (2024), the detailed contents and comments helped them identify their errors. However, Write & Improve often highlighted the whole sentence without any further explanation. This might confuse students and occasionally led them into incorrect revisions.

The result from the interview gave more comprehensive answer. Student 1 and Student 2 clearly stated that they were confused because the feedback did not give any explanation. Student 5 emphasized that, it would be better if Write & Improve showed the exact words or phrases were errors. Student 4 also mentioned that the feedback somehow inconsistent. All of those statements made them recheck and evaluate their writing task constantly.

Due to the significant issue of feedback clarity, it was also important for the students to get corrective and summative feedback from the teacher and lecturer. Write & Improve cannot fully comprehend the context of students' writing and mainly focus on the specific linguistic issues (word choice, mechanics, and grammar), while teacher can explain and provide clearer guidance for the feedback. In line with the statement from Wang (2015) that students still need a combination of the automated writing evaluation tool and the teachers' feedback for a better understanding. The automated writing evaluation (AWE) tool mainly provided general feedback to the students without explaining how to fix the errors. The teacher and lecturer can help students to clarify those points, explain the mistakes, and guide them into a correct revision and deeper understanding. This aligned with Elhawwa et al.'s (2024) statement that noticed the lecturer's role in assisting students with writing emphasized the importance of verbal explanation and giving positive energy to the students.

The automated writing evaluation (AWE) tool, like Write & Improve, was helpful for the students because the immediate feedback highlighted students' errors. However, the limitation of Write & Improve did not provide further explanation. In line with Wali and Huijser (2018), the way the feedback presented with the use of symbols and special cues might be difficult for some students to understand. Therefore, students still need additional feedback from other resources that offer detailed and meaningful explanations. In addition, students have to take an active role in reviewing and understanding their own writing. This helped them to avoid any misinterpretation of the feedback and encouraged their critical skills.

The accessibility from Write & Improve and immediate feedback provided by the platform were seen as an important key to foster reflective learning and writing awareness which support students in their writing skills. However, the feedback's lack of detailed explanation and generality limits its effectiveness. Students suggested to provide clear and detailed explanations to support self-revision. From the students' perspectives, enhancing the accuracy and clarity of the feedback could significantly strengthen the potential of Write & Improve to facilitate the writing process of editing and revising, support students' independent learning, and improve students' writing skills.

The use of data triangulation in this study strengthened the credibility of the findings by combining questionnaire, interview, and expert-validated data. The questionnaire results showed that students generally viewed that the Write & Improve with Cambridge platform is accessible, engaging, and effective for improving their writing skills. These findings were supported by the interviews, which revealed students' appreciation for the platform's, the quality of the feedback as it provided immediate feedback, they also mentioned suggestions for more diverse tasks and personalized support. Expert judgment further validated the research instruments, ensuring alignment with pedagogical principles and enhancing the interpretability of the data. It concluded that data sources provided a comprehensive and

trustworthy account of students' experiences, underscoring the platform's dual role as both a feedback provider and a learning support tool.

CONCLUSIONS

Regarding the feedback provided by Write & Improve, students responded positively as it helped them identify their mistakes immediately and encouraged self-evaluation in their writing. They considered the platform supportive of their overall writing process, particularly in promoting independent revision based on the feedback guidance provided. This feature contributed to the development of their writing skills by enabling them to build new knowledge through personal understanding. Additionally, Write & Improve increased students' awareness of their writing strengths and weaknesses. However, students noted that the feedback often lacked detailed explanations and consistency; the platform's tendency to highlight entire sentences without contextual clarification confused students during the revision process. Consequently, while Write & Improve plays an important role in supporting writing development, its effectiveness could be improved by offering more detailed, context-specific, and consistent feedback. Due to the limitations of this study, future research could focus on the misleading or inconsistent feedback from Write & Improve, explore how teachers can integrate feedback from the platform with their own to provide more comprehensive support, or review the workbooks and exam practices available on the site. Further studies could also examine specific writing text types or investigate the use of Write & Improve for particular purposes, such as English in healthcare settings or business English. Comparative studies evaluating the use of Automated Writing Evaluation (AWE) tools in writing classrooms are also recommended.

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