

QUILL FOR TEACHING WRITING OF RECOUNT TEXT IN SENIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan aplikasi Quill untuk pengajaran menulis dapat meningkatkan keterampilan menulis siswa atau tidak. Selain itu, penelitian ini bertujuan untuk mendeskripsikan tanggapan siswa terhadap penerapan aplikasi Quill untuk mengajar menulis pada siswa kelas X SMAN 1 Dawarblandong. Peneliti menggunakan metode penelitian pra-eksperimental. Pesertanya adalah siswa kelas X SMAN 1 Dawarblandong. Data lain dikumpulkan dari observasi, tes, dan wawancara. Hasilnya menunjukkan bahwa pengajaran menulis menggunakan aplikasi Quill meningkatkan keterampilan menulis siswa. Selain itu, hasil wawancara menunjukkan respon siswa terhadap penerapan aplikasi Quill dalam pembelajaran menulis teks recount. Kelebihan dan kekurangan penerapan aplikasi Quill ditemukan berdasarkan observasi dan wawancara.

Kata kunci: keterampilan menulis, tata bahasa, aplikasi Quill.

Abstract

The aims of this research were to find out whether the use of Quill application for teaching writing can improve the students' writing skills or not. Moreover, this study intends to describe the students' responses toward the implementation of Quill application to teach writing for tenth-grade students of SMAN 1 Dawarblandong. The researcher used pre-experimental research. The participants were tenth-grade students in SMAN 1 Dawarblandong. The other data were collected from observation, tests, and interviews. The result indicated that teaching writing using the Quill application improved the students' writing skills. In addition, the result of the interview showed the students' response of the implementation of Quill application in teaching and learning writing recount text. The advantages and disadvantages of implementing the Quill application were found based on the observation and interview.

Keywords: writing skill, grammar, Quill application.

INTRODUCTION

Writing is one of the crucial skills in teaching and learning English. Furthermore, Graham and Perin (2007) stated that accomplishing a type of purpose and increasing and deepening students' knowledge were used strategies (such as planning, evaluating, and revising text) in their writing skills. Similarly, Brown (2001) mentioned that writing implicates students' skills on produced ideas, organizing them in a coherent method, using appropriate references and rhetorical convention to assign a cohesive written text, revising text in order to prevent ambiguity, editing for the use of appropriate grammar, and eventually producing the written product. Therefore, it is considered a skill that needs to be developed to reach successful communication (Lisjeta, 2019). Moreover, Nurbayani (2017) stated that writing is a part of the English skills that need to be mastered by learners in order to have the competence of communicating in written forms with particular specific objectives. Writing is essential for second language

learners, especially for academic success (Warschauer, 2010). Nunan (2003) stated that writing indicates whether the students master a particular grammatical rule rather than has a good concept about the subject matter. Therefore, students must master grammar structure to be successful in writing. If they are good at grammar structure, they can write fluently. That is why grammar should be taught in order to reach the goal of being a good writer.

According to Wilbers (2018), there are five elements to produce effective writing, which are (1) Central idea; (2) Organization; (3) Supporting material; (4) expression; (5) grammar. During the initial observation, the facts found by the researcher are that the majority of students experience difficulties in writing is grammar. Such as determining the correct grammar structure, spelling, and punctuation in their writing. They might be unable to pass writing subjects, and they can fail in their education. Based on Warschauer (2010) thought about the importance of writing skills, teachers should fulfill students' needs to

learn how to be good writers. Students were frightened of writing mistakes, including vocabulary, grammar, punctuation, organization, and mechanism (Arifin & Riyanti, 2018).

Since the development of technology, many learning tools that we can find on online platforms. Online teaching proposes an exciting opportunity to increase the learning environment for different student populations (Sadiku et al., 2019). Moreover, they were also explained that online learning has been referred to as distance education and as web-based learning, e-learning, and digital learning. According to Ananga & Biney (2017), the definition of "Distance Education" is related to a type of educational delivery where the teaching and learning process were separated with technology in time and space. In another sense, implementing teaching and learning activities in different locations with technology as a liaison. Online learning provides many benefits for learners and teachers. Such as online platforms available to access anytime the users want to use them.

Therefore, there were a lot of online platforms that can be used to teach writing. One of the modern technologies that are widely becoming popular is mobile learning, and it is particularly described as a learning method where the users use mobile platforms to learn (Rezaei et al., 2014). In the same way, Syamsul Arifin (2017) mentioned that gadget is a piece of communication equipment that had many functions, where the functions were already used different utilities. Mobile learning provides facilities for the students to utilize their gadgets to obtain writing skills more efficiently (Yusuf & Hamidun, 2015). Mobile learning can be used inside and outside classroom, and provides access to learning contents out of the course time (Bağcı & Pekşen, 2018). Bağcı & Pekşen said that mobile learning offers many benefits such as quick access to information for students, multiple ways of learning, contextual learning, control over own learning, supporting and encouraging learning, increased participation in courses, willingness to use in courses and positive meaningful differences in academic achievement. Therefore, students can use the facilities provided by mobile learning to access writing learning materials.

Patterson (2001) described that the students would have no knowledge awareness of what they should do in their writing through the common understanding of grammar. Similarly, grammar for writing plays a substantial role in governing the use and the application of language, and it provides structure to construct complete and meaningful sentences (Debata, 2013). This fact indicates that many students were still confused about grammar structure. Some of them get scores above the minimum criteria. The researcher makes preliminary

observations by giving assignments to a class at SMAN 1 Gedangan. The researcher asked the students to make ten sentences of Simple Present Tense. Some students wrote the wrong tenses and errors in writing negative sentences. There were errors in writing the structure of the written form, and they used the spoken form in their writing. Many students get low scores because most of them are copying from the internet. For other reasons, they made the wrong tenses and copied from their friends. Students may have a common understanding of grammar and low motivation to create a sentence by themselves.

Students are ready to implement learning from home, and students were required to understand every material received with additional assistance from online tools. Using technology, Indonesian EFL learners can improve their writing skills (Yolanda, 2001). Furthermore, Yolanda said about the power of technology, and students need the help of online tools to develop their abilities. Many applications can help and support students to correct their grammar. One of them is Quill, which is an application-based teaching and learning grammar.

Quill is an application that provides some features to help student's writing found by Peter Gault. Peter Gault is the co-founder and Executive Director of Quill.org. This application is free and easy to access. Quill can help students to fix their writing. It gives many theories and quiz. This application can direct students to write correctly and helps the students to do good writing. This application also helps teachers to support students writing. This applications' goal is to make students become good writers. On the other hand, this application can make a poor writer be a strong writer. Quill is an excellent application to improve students' writing skills.

According to Linuwih & Winardi (2020), teaching and learning activities using the mobile application can help the students increase their writing skills. Mobile application runs on a small handheld mobile device that was movable, and easy to use. In addition, mobile application offers the students an opportunity to learn anytime and anywhere. Furthermore, Quill application can be accessed via smartphones and other gadgets. Mahmudah (2019) explained that the Quill application can improve students' writing skills. She analyzes students' answers from junior high school about simple present tense and simple past tense. The instrument is analyzing errors, she gives five statements, and the students should analyze which is the correct answer based on grammatical structure. Quill application will give feedback directly. In grammar structure, Quill application will also correct the punctuation and typing errors made by students.

The study about the implementation of Quill for students' writing which done by Mahmudah (2019) with

the title *The Implementation of Quill Application to Improve Students Writing Skills*, and Rizka (2019) with the title *DEVELOPING STUDENTS' WRITING SKILLS IN ENGLISH THROUGH QUILL APP*. Both of them are discussing the meaning of writing at the beginning of the paper. According to Mahmudah (2019), she has explained the procedure of writing. Stages of writing were explained by Rizka (2019). Then, both of them are elaborating on how the Quill application works.

The aims of this research were to find out whether the use of Quill application for teaching writing can improve the students' writing skills or not. Moreover, this study intends to describe the students' perception toward the implementation of Quill application to teach writing for tenth-grade students of SMAN 1 Dawarblandong.

METHOD

Research design

This study used pre-experimental research design by using pre-test and post-test with quantitative approach, there was only one group in this research. The characteristics of pre-experimental design are this design may have pre-test and post-test without a control group (Troudi & Nunan, 1995). The researcher wanted to established possible cause and effect between dependent and independent variable. The researcher is intended to find out if Quill application can improve the students' writing skills on recount text. Furthermore, this research wanted to describe the students' perception toward the implementation of Quill application to teach writing recount text.

The subjects of this research were 6 male and 13 female students' of tenth-grade of SMAN 1 Dawarblandong. The teacher of this class had already implemented Quill application, because Quill application helps the students in writing recount text.

Research instrument

The instruments in this study are a form of observation, tests, and interviews. Observation and tests were used to answer the first research question. The researcher observed how the Quill application influence students' writing and the improvement of their writing skills. The tests (pre-test and post-test) was conducted to know the result of students' writing after using the Quill application. Last, interview was used to know students' perception toward Quill application to support their writing.

Observation

The observation used to determine the implementation of Quill application and the activeness of students in the process of learning writing.

Test

The test is categorized as a diagnostic test. It is used to specify students' strengths, weaknesses, skills, and knowledge. Consequently, the diagnostic test is used in this study to diagnose the students' difficulties in understanding grammar. The researcher conducted pre-test and post-test, which consisting of a command to write a recount text. The students were given two days to make the recount text.

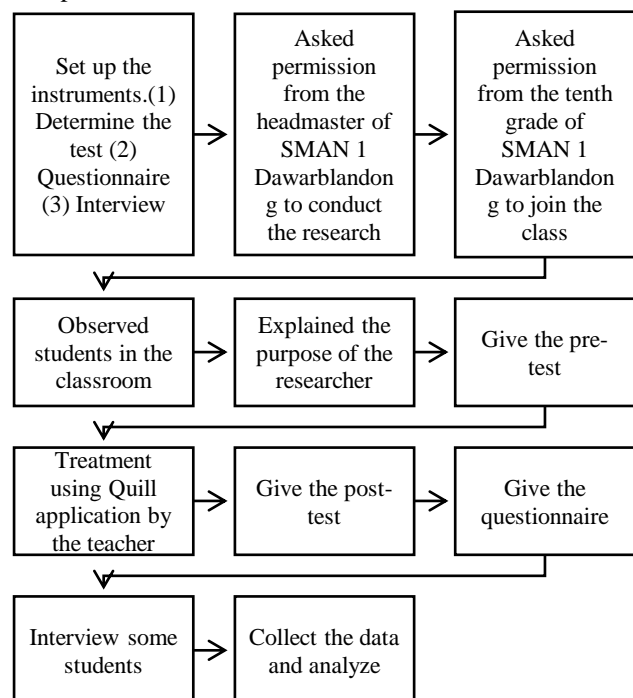
Interview

The interview was held with some tenth-grade students of SMAN 1 Dawarblandong as the respondents who have difficulties understanding English grammar.

Procedure

There were some procedures to be followed during the study to find the correct data to answer the research question.

The procedures are:



Data Analysis

The data were obtained from observation, tests, and interviews. The researcher observed the process of teaching and learning writing. To know the students' improvements in writing using the Quill application, the researcher gave a pre-test to the students to know their capability in writing. Later on, the teacher gave treatment to the students about grammar using the Quill application. Continuously, the researcher gives a post-test to the students to know the improvements of their writing skills after using Quill application. Then, the researcher used the

semi-structured interview with some students in tenth grade as the research sample. In analyzing the data, the researcher used SPSS (Statistical Product and Service

Paired Differences						
	Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
				Lower	Upper	

Solutions) to measure the validity of the data.

The researcher selects the data from the students who followed the whole teaching and learning process. In this step, the researcher shows the data observation, tests, and interview in a description. Then, the researcher elaborates the description about the implementation, the advantages, and the disadvantages of teaching writing using the Quill application for the tenth grade of SMAN 1 Dawarblandong. In this step, the researcher reviews the research findings to explain the main aspects that the researcher analyzes clearly. After the researcher presented the data, the conclusion of the description was taken.

RESULTS AND DISCUSSION

Results

The improvements of students' writing

The researcher conducted pre-test to find out how is the student's writing skills before Quill application applied. Treatment using Quill application was carried out to train students' abilities in producing structured writing. Continuously, the researcher conducted post-test after the implementation of Quill application in teaching writing. In the tests, the students were requested to make a recount text about their personal experiences. Students' writings were assessed mainly in focus/organization, content/support/style, grammar, usage, and mechanics. The results of students' pre-test and post-test mean are shown as follows:

Paired Samples Statistics

	Min. Score	Max. Score	Mean	N	Std. Deviation	Std. Error mean
Pre-test	70	95	79,75	20	8,02545	1,79455
Post-test	70	95	85,90	20	7,42613	1,66053

Table 1: The Improvements of Students' Writing

Table 1 showed the mean score before Quill application applied in students' pre-test was 79,7, and the mean after

Quill application applied was 85,9. Thus, it indicated that teaching writing using the Quill application improved the students' writing skills.

After knowing the mean of pre-test and post-test, the next step was to know how significant the improvements of students' writing skills by using SPSS (Statistical Product and Service Solutions). The following table shows the result of paired sample t-test.

Paired sample tests

Pre-test-Post-test	-6,15000	7,22769	1,61616	-9,53266	-9,53266	-3,80580	1,9	0,001
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Table 2 Paired Sample Test

$$\begin{aligned}
 \text{Eta squared} &= \frac{t^2}{t^2 + (N-1)} \\
 &= \frac{-3,805^2}{-3,805^2 + (20-1)} \\
 &= \frac{14,4780}{14,4780 + (19)} \\
 &= \frac{14,4780}{33,4780} \\
 &= 0,43
 \end{aligned}$$

Table 2 showed a paired sample t-test to evaluate the implementation of Quill application in teaching writing. There was a statistical significant increased in writing text from Pre-test (M=79,7500, SD=8,02545) to Post-test (M=85,9000, SD=7,42613), t (19)=-3,805, p,<001 (two-tailed). The mean increased in writing skills scores was 6,15000, with a 95% confidence interval ranging from -9,53266 to -2,76734. The Eta squared statistic was (.43) indicate a small effect size.

Therefore, it indicated that teaching writing using the Quill application improved the students' writing skills, but the improvement was not really significant. In the Pre-test, the researcher found that many students had a common understanding of grammar. Therefore, the treatment using the Quill application was given after the Pre-test data collected. During the implementation of Quill application in the teaching and learning process, the students did self-learning by completing the exercise with Simple Past Tense as the topic. After the students obtained the treatment, the researcher did Post-test. In the results of Post-test, students' understanding of grammar increased.

Students' responses toward the Use of Quill Application to Teach Writing for Tenth Grade Students of SMAN 1 Dawarblandong

Quill application is considered as a good medium in facilitating students' writing learning process with all the features it provides

The first students' response of teaching writing using the Quill application is that the features inside the Quill application are good in supporting students learning. It can be proven from the interview with some students in the tenth grade of SMAN 1 Dawarblandong. Student A said:

"Menurut saya aplikasi Quill aplikasi yang bagus, sangat berguna bagi siswa siswi dalam masa belajar mengajar, di aplikasi Quill juga terdapat banyak fitur yang memudahkan dalam proses belajar mengajar, aplikasi tersebut memiliki fitur dimana tidak terdapat di aplikasi lain"

It means that the Quill was a good application and useful for learning writing. Quill application made the students easier to understand the materials, because it provides many features, such as exercises to helps the students practice grammar skills, and enables teachers to lead class writing instruction. Moreover, student B also adds:

"Menurut saya, penggunaan Quill sangat bermanfaat terutama untuk siswa yang sedang giat-giatnya belajar bahasa inggris. Karena didalamnya terdapat latihan menulis kalimat yang mana terdapat penjelasan grammarnya. Menurut saya juga dapat menambah vocabularies bahasa inggris kita."

It means that Quill application is an influential media used in the classroom because the students are more accessible in understanding the grammar structure in writing. Quill application also good in assisting students to get new vocabulary.

Students' writing showed that most of the students more understand the use of Simple Past Tense in writing Recount Text because they were obtained treatment using Quill application. It means that the students understand what the grammar should use in writing Recount Text. Therefore, it shows that Quill application helps the students understand grammar structure by writing exercises. Mahmudah (2019) said that Quill provides lesson plans, discussion topics, writing prompts, and follow-up independent practice activities. In addition, many features can be used in the teaching and learning process, such as Quill Lesson, Quill Connect, Quill Proofreader, Quill Diagnostic, Quill Grammar, and many other features that can support the teaching and learning process.

Quill application reduces students' fear of writing grammar

The next students' response in teaching writing using the Quill application was increased students' confidence in writing grammar. It can be proven from the interview with some students in the tenth grade of SMAN 1 Dawarblandong. Student A said:

"Menurut saya, di dalam fitur belajar mengajar English writing terdapat kemudahan dalam proses mengerjakannya, di fitur ini siswa - siswi diberi kemudahan untuk tidak takut untuk salah dalam mengerjakan soal, karena di fitur ini jika kita salah dalam mengerjakan soal kita akan diberikan pembahasan dan sebuah petunjuk untuk melakukan perubahan pada jawaban kita yang salah"

It means that Quill application increased students' confidence in writing, especially in grammar structure, because the features made students answer the assignments easier. There is no need to worry about making mistakes because the Quill application can direct them to write the grammar correctly. Moreover, student B also adds:

"Menurut saya untuk belajar mengajar, Quill sudah baik digunakan. Jika kita kurang tepat dalam menulis kalimatnya, Quill juga membuat kita mengetahui penggunaan kata/kalimat yang baik dan benar di dalam Bahasa Inggris."

It means that Quill application is good to help the students understanding grammar structure in writing because Quill guides students to write the correct answer. So that they do not need to afraid of making mistakes in writing. Rizka (2019) said that Quill is a platform to help students improve their writing skills. Quill provides several features, such as writing exercises accompanied with complete grammar activities.

Students do not need to look at other resources to understand the materials.

The next students' response of teaching writing using the Quill application is that the students did not need to look at other resources to understand the materials. It can be proven from the interview with some students in the tenth grade of SMAN 1 Dawarblandong. Student A said:

"Menurut saya mudah untuk memahami materi menulis bahasa Inggris singkat namun mudah untuk dipahami. Pelajar (siswa/siswi) dimudahkan dalam mengerjakan sebuah pertanyaan, siswa/siswi tidak takut lagi untuk salah dalam mengerjakan sebuah pertanyaan tersebut karena jika terdapat kesalahan dalam menjawab pertanyaan akan ada sebuah pembahasan/petunjuk untuk melakukan perubahan pada jawaban yang salah, di fitur ini saya tidak menemukannya di aplikasi lain"

It means that the features of Quill application made the learning materials easy to understand. In addition, the Quill application reduces students' fear of Did the excercises because the features in Quill aplication made the task easier for students to did it The guidance is

explained clearly and cannot find in other applications. Moreover, student B also adds:

“Menurut saya kelebihan dari aplikasi ini yaitu langsung terdapat penjelasan cara penulisan kalimat yang benar secara runtut sehingga tidak lagi melihat penjelasan ulang/ yang rumit di google”.

It means that the Quill application provides all students' needs for learning writing English. They do not need to search for other resources to explain because the Quill application already provides it. According to Rizka (2019), the Quill application is a well-supported media for writing; the features of the Quill application can check whether the writing is correct or incorrect by itself.

Quill application is web-based, and it reduces the effectiveness of this application for frequent visits.

The last students' response of teaching writing using the Quill application is, it is web-based and reduces the effectiveness of this application for frequent visits. It can be proved based on the interview with some students in the tenth grade of SMAN 1 Dawarblandong. Student A said: *“Kekurangan dari aplikasi Quill menurut saya, belum rilis di Play Store”*

It means that students prefer it if this application is released on the Play Store, and make it easier for students to access. Moreover, student B also add:

“Kekurangannya menurut saya, aplikasi ini belum ada di Play Store dan membukanya melalui Chrome, sehingga kurang efektif untuk mengunjunginya karena masih berupa web.”

It means that less effective if this application can only be accessed via website. It will be easier if this application is released on the Play Store.

Discussion

Based on the data analysis for the first research question, Quill application can improve the students' writing skills. This result is similar to the study that was done by Mahmudah (2019) with the title “The Implementation of Quill Application to Improve Students Writing Skills” stated that Quill application helps students developed their sentence construction and grammar skills. Moreover, Rizka (2019) said that Quill application made the teachers or students better in writing.

Regarding to the results of second research question, most of the students responds that the Quill application helped them to produce well-organized text with all of the features provided. This result is in line with the research that was done by Rizka (2019) claiming that using Quill application was easier to check whether the writing was correct or incorrect. Furthermore, Mahmudah (2019) stated that Quill application delivers instant feedback to

help students write, revise, and revise again until they are able to produce constructed sentence. Besides the positive responses toward the use of the Quill application, the students agreed that the application could be better if it were available in the application, not only in web, to be accessed more easily.

The Quill application could improve students' writing skills based on the data obtained, but the improvements are not significant. Based on the results of the two tests given to the students, the mean score increased but only slightly. It can be said to be in line with the initial objectives of the study but not optimal. Most of the students still repeated the same mistakes in pre-test and post-test, such as grammatical errors, not a sequential organization, and missed punctuation.

CONCLUSION

It can be concluded that many problems that faced by learners in writing English. The researcher investigates and observes what happened in this case. The researcher found that grammar is a big problem when students learn to write English. Grammar is a critical element in learning English. It will help students in learning English when they are understanding and master grammar. Then, the result of the research shows the students' difficulties in grammar and the implementation of Quill application in teaching and learning English writing.

Furthermore, the students' writing was improved after the Quill application was applied in the learning writing process that can be seen from the mean score of students' writings in pre-test and post-test, and the results of paired sample t-test showed that the improvements of students writing indicate a small effect size. There are some students' perception towards the implementation of the Quill application in teaching and learning writing for tenth-grade students of SMAN 1 Dawarblandong. First, the Quill application is considered suitable for facilitating students' learning process with all its features. Second, Quill application reduces students' fear of writing grammar. Third, students did not need to look at other resources to understand the materials.

Besides that, there were other responses from students towards the implementation of the Quill application in teaching and learning writing. First, the Quill application is web-based, and it reduces the effectiveness of this application for frequent visits. So that, it makes the students expecting an application-based version, not only web-based.

Suggestions

Based on the result of the study, the researcher puts some suggestions. First, for the students, the result of the study

indicated that the ability of tenth-grade students of SMAN 1 Dawarblandong in grammar is in the poor category. It is proven by finding the difficulties in a grammar test. The researcher hoped that the students increase their ability and motivation to learn grammar well. Second, for the teachers, it is hoped that this research can encourage teachers to consider a better way to teach writing to improve students' ability in constructed the text. Last, for other researchers, there were still many elements that can be analyzed about writing skills concerned with English, and the result of this study might be used as early information to conduct further research.

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APPENDIX A: STUDENT DRAFT T1

The Ramadan month 2 years ago made a very special impression on me. I was so happy at the time, the very thought of it made me want to relive that moment.

At the time, my biological sister and father who lived in Jakarta came to see me for a week. I met them for the first time after a 13-year fantasy, for I was adopted as a baby by my parents who cared for me to this day; But it's a shame my birth mother couldn't come to see me.

I spent one week with them on exciting things, such as adventure to the fields, wandering around in Intan Abatani, killing time before iftar, buying instant food and snacks, recite Qur'an, reading novels, and more exciting things to do.

During those seven days, I used this rare opportunity as best I could to spend the moment with them until eventually they returned to Jakarta.

APPENDIX B: STUDENT DRAFT T2

On Monday, May 17 Ica and I visited our friend's house to Halal Bi Halal, to link a line of silaturahmi, and make a visited for pleasure.

At 09.30 we leave and we'll be there at 10:00. First We did Halal bi Halal. And then we had a little chat about interesting things. When the day began at noon we bought food for lunch. The follow-up conversation continued while listening to music and taking pictures.

Time went on and then it was 15.20, Ica and I finally went home. We had many lessons to learn during our conversations, and a little discussion that day.