Investigating the Importance of Technology in Teaching-Learning Writing Skill
(A Comprehensive Review)

Taqwa Rashid Juma'a

General Directorate of Education/ Najaf/ Iraq

ABSTRACT

Writing is a constituent element of literacy. It is a daily practice that enables individuals to express their thoughts and emotions. The usage of technology improves writing skills in the classroom. Every day, new types of technology emerge, and educators must integrate these tools into the classroom. By integrating technology, instructors provide additional chances and ways to boost their students' ability to create more thorough and grammatically perfect essays. The current research represents an analysis of 20 studies that are interested in investigating the role and significance of technology in teaching the basic 'writing' skill of English. The study is based on studies conducted between 2015-2020. The literature review, therefore, begins from the latest study (i.e., published in 2020) up to the oldest one (i.e., published in 2015). The presence of technological tools may increase student motivation and engagement and allow them to revise and share their work with others. In addition, new technical instruments are redefining modern skills in writing. Finally, it is recommended that the implementation of technology in the education sector is important in order to enable educational institutions, teachers, and learners to benefit completely from keeping up with distance learning and the use of technology.

KEYWORDS: The role of technology, Teaching-learning process, Writing skills.

1. Introduction:

Technology pervaded society throughout the first two decades of the 21st century, changing worldwide cooperation and connection. A generation grows up in a digital environment and becomes capable of speaking the language. Moreover, technology has become more vigorously involved in various classroom activities due to the increasing inclusion of electronic resources in education. Writing is our everyday activity, whether in social media, newsletters or newspapers. Today's communication is often expressed by written rather than oral communication. The language practitioner frequently needs help to address writing, a crucial ability in learning English, and how to improve it. Our digital era offers unlimited opportunities to use technology in language learning and teaching. While technology has evolved and become a vital element of contemporary life, some negative effects hurt students' classroom writing. Technology speeds up and simplifies students' tasks, yet they think they do not need to work hard on their jobs. Writing instruction is more sophisticated when it comes to teaching English to speakers of other languages since it requires mastery of both logical and judging strategies in addition to grammatical and rhetorical ones. English language teachers are therefore expected to welcome fabulous teaching strategies to activate the interest of the students in writing learning.

2. Review of Literature

Many researchers successfully conduct several studies and applications to demonstrate the role of technology in teaching-learning writing skills. Accordingly, a number of previous studies are reviewed in the current study. Face-to-face contact with an online blended learning course is combined because more than traditional teaching activities is needed to support students' English learning, especially in EFL, where English is widely used in schools, universities, and colleges. Google Classroom is recommended for teacher-student involvement, communicating, sharing, and reviewing assignments, grades, class discussions, notes, and assessments. Its mission is to assist students in customizing the classroom environment for every individual by leveraging the power of social media. An initial evaluation was performed on Google Classroom in order to demonstrate how an understanding of the advantages associated with different learning styles would enable the implementation of a blended learning approach within the classroom. The research investigates the ways in which Google Classroom facilitates English classroom instruction and writing. The argument persists following the introduction of Google Classroom and the notion of blended education facilitated by Google Classroom. Then, the platform is applied to the real sense of teaching writing, and the results continue. In addition, the researchers will explore the current and prospective limitations of Google Classroom in ELT writing for both EFL students and instructors. (Yunus & Syafi'I, 2020, p.48). This research used the library research approach to incorporate descriptive qualitative research. In the online text under review, qualitative analysis results in data in the form of notes or descriptive data. Data was gathered on Google Classroom's usage and results in teaching, its advantages in ELT, for EFL students, and writing, as well as its current and prospective issues. Each data was objectively and methodically analyzed and described. Google Classroom allows instructors to publish online support materials, assignments, and quizzes without face-to-face interaction. Both programs would improve education for teachers and students (Yunus & Syafi'I, 2020, p.50).

There are several interactive multimedia components in technology, including text, images, audio, video, and animation. Academic essay writing is an essential component of the language-academic process. Employing technology has a positive effect on students' motivation to learn English, particularly with regard to essay writing. Additionally, a revised version of an earlier study endeavors to demonstrate the contemporary significance of technology in the educational process, specifically in the instruction of scholarly writing. To permit professors and pupils to implement a variety of instructional modifications. In the past, students and instructors relied only on books to help them learn how to write. However, with the advent of multimedia technology like tablets, laptops, and educational applications, learning has become much more engaging and effective. The authors will investigate and describe the most recent technology in this qualitative research as a solution to the age-old difficulty of teaching academic essay writing. Adobe Animate can assist lecturers in exploring and using technology to teach academic essay writing. Research may be done by using today's developing information technology (Internet, software programs, etc.). Interviews with both the instructor and the students may be utilized as a data acquisition method to inquire about the function of Adobe Animate. The study's results indicate that students' knowledge of essay structure and writing has grown as a result of utilizing Adobe Animate, a novel technological tool utilized in the instruction of academic essay writing. The benefit of improved student motivation would be to engage with interactive media. Students are anxious to begin class and often come to the computer or laptop early, log on to the Internet, and begin studying alone. They sometimes stay after class to work on their essays. Utilizing Adobe Animate, a novel technological tool, to instruct academic essay writing in the English Department of Darma Persada University is primarily intended to enhance the teaching-learning process, student's motivation, and their enthusiasm for studying. Academic composing of essays(Pratama , et al., 2020. pp. 1-8).

This research hypothesizes that most students use electronic gadgets every day despite living in the digital era. Most educators need updated, compelling educational resources. That reduces their enthusiasm and ability to study English, especially writing. The use of the Padlet application in the Intense Writing instruction phase in tertiary institutions is taken into account when evaluating another report. The method of data collection is performed through observation, interview and recording. As a research tool, this study used a qualitative method and content analysis. Content analysis allows data to be analyzed as representations of documents, pictures, observables and interpretable expressions to explore their definitions in order to provide fresh observations from the researcher and strengthen their understanding of a certain phenomenon or to inform practical action. Data analysis is often used as a method of using documentation as a tool for scrutinizing individual and institutional information. This includes an extensive writing module and a syllabus course used in class to evaluate on the basis of content production and the "A Guide to Effective Writing Instruction" module in Ontario education. There are five main instructional methods for an effective writing program. (1) Modelled Writing; (2) Collaborative Writing; (3) Interactive Writing; (4) Driven Writing; (5) Independent Writing. The findings indicate that in fun English learning events, lecturers would support the use of the Padlet application. Through sending photos, videos, and links, teachers and learners are able to write something in relation to learning and exchange ideas via the application of Padlet. Via digital technology, they communicate with the Padlet application, so they no longer need a blackboard to write (Purwanto, 2020.p.28).

Writing is central to the success of students in school. Students are asked to write texts in high school that show, assist, and expand their information and understanding, their relationships, and their worlds. This experimental research, perforated by Marleni (2020), investigated the effect of the use of Wridea at PGRI University on improving the quality of EFL writing. It sheds light on how the writing skills of Wridea can be enhanced. Many of the participants were helped by Wridea to become more metacognitive in their English writing method(Marlein, 2020,p.140). Investigators used experimental designs. This study used pretest writing, treatment group experimentation, and posttest to see how Wridea affected EFL learners' writing abilities. The research included 55 fifth-graders. There were 24 participants in total. The instrument used for this analysis was the assessment. The present report presents a quantitative analysis of the data. (Marlein, 2020, p.146). Wridea might help with writing outside of the classroom, according to one study. This research also showed that Wridea was beneficial, with significant pretest and posttest differences. Wridea increased the experimental group's writing skills, as seen by their better posttest scores than the control group. Write inspired a significant number of the participants to adopt a more metacognitive approach to their English writing. In summary, the results indicated that Wridea has the potential to serve as a resource for enhancing writing abilities beyond the confines of the classroom (Marlein, 2020p.149).

With respect to the subsequent study under consideration, it is argued that writing poses the greatest challenge for students, given that it demands the most time to master and seems to generate concerns. In addition, project-based learning is extended to resolve writing concerns. According to some authorities, learners may gain new knowledge through the completion of their project-based learning. This study examines the implementation of project-based learning in writing instruction. This study examines project-based learning's effectiveness in improving students' writing skills and students' opinions on using it to teach writing. Qualitative research was used for classroom action research. The participants in the study were students in their fourth semester enrolled at a solitary university located in Cimahi, West Java. Through interviews, writing assessments, and observation, the gathered data was acquired. Following this, triangulation-based data was analyzed. As a result, it worked well with the application of project-based learning in teaching writing. During implementation, students offered favorable feedback on the technique and were actively engaged in learning. PBL improves student writing. Additionally, the project required students to solve a genuine issue. Thus, this research will promote students' critical thinking and may be crucial (Argawati & Suryani, 2020, P.19).

Due to the fast development of technology, the smartphone represents one such progress. From time to time, smartphones have numerous inventions. In their everyday lives and for daily use, people use smartphones. With smartphones, you can learn many applications. The Google Classroom App is an example of a mobile learning program. Most students use Google's classroom application to apply their assignments. The creation of mobile apps makes it useful for people in teaching and learning activities. Thus, another study, which concentrates on the role of technology in teaching writing, aims to detect students' lived experiences of applying the Google Classroom application as the media for submitting English writing and speaking assignments.

In this research, the hermeneutic-phenomenology method was used. The following method concentrates on the description and interpretation of lived experience. The devices utilized for the study are in-depth interviews, observation, and document review (Ratnaningsih, 2019, p.93). This research was completed over one semester in two classes. It would be the syllabus that was presented at the initial meeting. The examination of the content and context occurs during the second meeting. During the third meeting, the Google Classroom application was introduced. The Google Classroom application will be shown during the third meeting. We will identify ourselves at the fourth meeting prior to the final meeting. From the fourth meeting onwards, the application was put into action until the last meeting. There are several stages to data analysis. First, the data was collected from the interviewers. Second, the data were explored and coded. Third, the coded data were divided into various themes. Fourth, the qualitative data were reported (i.e., making the data into the narrative). Fifth, the data that have been made into the narrative were interpreted. Sixth, the data were validated by using triangulation. The researcher divided the data between empirical themes (perceived with the five senses) and transcendent themes, and vice versa. Therefore, this evaluation shows that Google Classroom reinforces students' writing and speaking tasks (Ratnaningsih, 2019, p.102).

Research that considers slow learners' learning styles compares their collective and personal writing talents. This research compared slow learners' writing abilities using two methodologies. This experiment used a 2x2 factorial design. For each grade, two small groups are chosen from two remedial learning courses based on their field-independent or field-dependent learning style. Around 7 days, four groups got counseling. The analysis revealed three findingsThe analysis revealed three findings. Next, the learning success of collective writing subjects was higher than that of individual writing subjects. Second, using a field-dependent learning style, subjects with an independent field learning style outperformed the subject. Third, to increase the achievement of writing, there was no important link between the various forms of analogy with the learning style of the subjects. This research suggests that remedial courses (slow learners) produce superior communal writing than individual writing. Second, field-based learning subjects do better on field-independent learning themes. Third, teaching writing, learning style, and writing interaction performance are the same (Sujito , 2019, p.1-5).

Language learning research is increasingly looking at using technology to teach writing. Visual media helps pupils enhance their writing abilities, as evidenced by recent EFL class work. A different study looks at how important technology is for teaching and learning writing. One of the goals is to find out how Canva affects students' writing skills. So, 44 Indonesian EFL students were picked at random and put into two writing classes, which were called the control group and the experimental group. The mentioned groups tested before surgery. The program offered both courses using Communicative Language Teaching (CLT). Students in an experimental group were asked to use Canva to explore their writing ideas. Post-treatment tests were administered to both types. Number of writing mistakes using ANCOVA. Students from both classes assessed it. The findings demonstrated that, compared to the control group, students in the experimental group commit a lesser amount of writing mistakes, demonstrating Canva's good influence on improving student writing skills(Yundayani, et al., 2019, p. 169). Referring to another review, it is discusses that overview of technologies employed to motivate writing education in face-to-face and online situation. Vicentini and de Oliveira looked for the most commonly used collaborative and multimodal tools in

literature to develop instructions for writing in individual and online settings (Vicentini and de Oliveira, 2018, p.44).

In order to find the most commonly used collaborative and multimodal instruments mentioned in the literature, three research questions were set: "(a) What technology tools are being used to enhance writing instruction in face-to-face and distance-learning environments? (b) What benefits can these tools bring when it comes to teaching and learning writing?" Concerning the methodology of the study, the first step in the evaluation process was a thorough analysis of publications by means of research issues and the theoretical structures that support the instruction, cooperation, and multimodal structure. Next, a crucial contrast of results and a tool list have been collected. The findings of the study indicate three key categories: "resources for teamwork and presentation, appraisal and input tools and organizational tools" (Vicentini and de Oliveira, 2018, p.45). The researchers concluded that advancements in technology will significantly improve communication and education for both teachers and students. On the one hand, technology for collaboration and presentations improves student involvement and encouragement while facilitating peer editing and sharing of students' work. However, as a formative assessment tool or when delivering final assignments, instructors are open to including them. The most widely used literary instruments include social media profiles, blogs, fan sites, films, and interactive narrative tools (Vicentini and de Oliveira, 2018, p.48).

Turning to the next study, it was found that the students faced problems in writing procedure texts. Moreover, the students need help to improve themselves in English written communication. Taking such a problem into consideration, the researcher performed an action research that is "Using Video Recipe to Improve the Junior School Students' Ability in Writing Procedure Text." This action study was done in grade seven at SMPN1 Batu, with 26 students participating, and it was completed in one cycle, which included "planning, implementing, observing, and reflecting." The data was gathered in response to the exam, observation checklists, and interview outcomes. Four steps were involved in the data analysis process: (1) the teacher created the action based on the findings of the preliminary study; (2) the teacher acted by using recipe videos as a model to help students write the procedure's text; (3) the observer identified and reported the action; and (4) the teacher assessed the data that ultimately became the cycle's representation. The study's conclusions demonstrate that using video recipes will improve junior high school students' capacity to compose the procedure's text (Mataram, 2018, p.108).

Using technology and the Internet makes it possible for learners to communicate with others extensively and directly without time or place constraints. Over the years, the study of using different software to improve the writing capacity of English learners has been implemented in several research studies. Accordingly, a study was carried out by Alsubaie and Madini (2018), which concerned the employment of web blogs as an additional instrument for teaching English. It concentrates on researching the efficacy of utilizing blog exchanges to explicitly enhance the English writing and use of the vocabulary of Saudi female university students. In the current research, 37 Saudi women from the English Language Institute (ELI) at King Abdulaziz University (KAU) were involved. The participants were teaching Level 103 of the Oxford Headway Plus curriculum during the third quarter of the academic year 2015–2016. According to the study's premise, using online blogs as an extra resource helps students write better, especially when it comes to word utilization.

The study takes a quantitative approach and analyses the experimental design. The study additionally collected data mostly via blog postings and pre/post-testing. The vocabulary scale had 50 test items for both the pretest and post-test. They were taken after 7 weeks of intervention to determine the differences in the writing performance of participants. For statistical analysis, a paired-sample t-test was used to determine whether there were any improvements in the writing outcomes of the students. This study was conducted using an experimental design with a quantitative approach to solve the described problem and research aims (Alsubaie & Madini, 2018, p.13). The vocabulary scale test's pre- and post-test analyses included data

collecting techniques. A blog was utilized to collect information, and participants were able to publish weekly posts to see whether the pupils' outcomes had improved. A paired-sample t-test was then performed using the SPSS program to compare the two unique groups whose results were assessed before and after treatment. Each pre- and post-measurement pair was used to calculate the mean of these changes, and whether or not the difference was statistically significant was reported. The present research found that incorporating blog postings improved students' writing skills. Furthermore, the research task assisted in increasing their word knowledge (Alsubaie & Madini, 2018,p.19).

An additional investigation was undertaken by Alsamadani (2018) to assess the impact of online blogging on students' individual and communal writing proficiencies. The participants were categorized into two groups: individual students and students who were enumerated in the study. Via blogging activities, they developed prewriting and post-writing samples. In order to optimize blogging, the study carried out lasted for 14 weeks. The results of the study indicate that blogging has revolutionized English Foreign Language pedagogy and methodology, unlike conventional methods of enhancing writing abilities (learning and teaching).

With regard to elements such as design, language mechanics, content, and word selection, blogging-based writing practice is considerably more interactive and participatory, allowing students to improve their writing skills substantially. The learner-blogger develops an awareness that the authority to judge has shifted away from the instructor, the audience, or the readership of the classroom. This study provides evidence that blogging is integrated into school curricula and is a component of writing classes. This invariably necessitates a pedagogical examination of the fundamental nature of writing materials based on blogging (Alsamadani, 2018, p.44). In 2017, the sample group comprised of 40 students from a Saudi university's ELT department. Before and after using blogging for writing practice, data was collected from individuals and groups who wrote. Without using blogging, the aim was to analyze what their writing abilities would be. The investigator investigated how blogging can play a role in developing writing skills. The investigator studied the writing of the individual students and the work of the group (Alsamadani,2018, p. 47). Group work improved writing abilities more than solo effort. Community arguments while blogging may have caused this. The results also revealed that students should read more about blogging and connecting to the 'other side' to share ideas and enhance their writing skills. Blogging is a social platform for writing practice and a comprehensive and often heuristic EFL tool for self-learning and self-teaching. Because writing is a blogging talent, English Foreign Language students must be competent readers to write successfully on a range of themes. Their readers might be surprisingly engaged and ready to reply to their thoughts (Alsamadani, 2018, p.50).

It is argued that, along with previous research of this kind, an increasing number of EFL instructors have embraced blogging as a classroom activity. Research has also demonstrated that blogging is a good technique for pupils to improve their English writing abilities. However, the usage of online blogs in EFL writing courses in Indonesia is restricted, and little research has been conducted on students' perceptions of their influence on their writing.This research reports on the views of Indonesian EFL learners on the use of an online blogging site, Blogger (formerly known as Blogspot), as part of their Creative Writing class learning practices. A qualitative analysis was used to analyze student attitudes using a questionnaire and a semi-structured interview (Fithriani et al., 2018, p.78).

In today's science world, English is a common language and it plays an important role in the best academic publications in the world. As a result, Zhang (2018) launched research to investigate the change in EFL learners' self-efficacy levels during process-genre academic writing teaching.

The educational experiment lasted 14 weeks. In the experiment, 59 graduate students took part. The findings revealed that, before the trial, the overall degree of self-efficacy of EFL graduates in academic writing needed to be improved. Following 14 weeks of process-genre academic writing education, participants

reported a significant improvement in their sense of self-efficacy. A rising level of confidence in academic writing was also shown by participants throughout the interview. Using these results as a jumping-off point, the article investigates how teaching students to write academically could boost their confidence (Zhang, 2018, p.115). The results of the research have some effects on teaching writing for schools in an English as a foreign language (EFL) way. Process-genre writing is a good way for teachers to help EFL students improve their writing by giving them choices that are based on reality. It is helpful to help pupils learn more about writing styles and methods (Zhang, 2018, p.121).

Furthermore, a framework capable of quickly updating and modernizing teaching and learning processes has been predicted with the advent of the Internet and the exponential expansion of information and communication technology (ICT). Edmodo, Google Docs, Zoho Blogger, Journals, Wikis, and Facebook are examples of modern Web 2.0 technologies that may be utilized in integrated or digital online classrooms, forums, or courses. They play a vital role in social promotion. Dedication, networks for collaborative networking, and personal development. The research was conducted to offer an overview of six important Web 2.0 technologies in blended or virtual online classrooms that are most suited for delivering online writing. Even though Web 2.0 technologies are used a lot in education, they still need to be officially taught as part of the curriculum. However, they are widely seen as tools that help students learn (Alkhataba et al, 2018, p. 433).

Technology may enhance learning in new ways. ELMS (Edmodo Learning Management System) technology should enhance Indonesian English training, especially in writing. This research examines how application technology might assist low-motivated remedial students in writing better. This study compared remedial students' writing skills before and after using ELMS teaching technology, taking into consideration their motivation. The present investigation consisted of experimental trials. A 2x2 factorial design. Two classes of thirty remedial learners are allocated to two smaller groups for each category, with the intention of matching their motivation levels, which are divided into two distinct categories: high motivation and low motivation. Approximately seven sessions of counseling were provided for the two courses. Three conclusions emerged from the research. First off, after the subtext application of technology, the student's learning achievement exceeded that of traditional nontechnology media writing topics. Second, subjects with high levels of motivation performed better academically than those with low levels of motivation. Third, there was a clear correlation between the use of application teaching techniques and the degree of encouragement of subjects to increase the first-year remedial EFL students' writing results(Sujito et al. 2018, p.770).

According to Wang (2017), E-learning is commonly understood as instruction in teaching and learning by educational technology. The collaborative online community in cloud computing technology provides rapid access to the SaaS framework, a vital addition to his research. It helps students and instructors with after-class group writing. Wang (2017)'s research consequently analyses the installation in a higher education course of the most extensively used cloud software, Google Docs. The Google Docs dynamic learning environment, which students utilize to create and deliver writing assignments between courses, has been evaluated for its learning experience. Using the questionnaire as a guide for testing participants (n=28), the method has provided the students and the teacher with an efficient learning atmosphere between classes to remain linked (Wang, 2017, p.197). The results showed that in the creation of the cloud learning environment, two learning variables should be considered simultaneously: the level of online interaction and the technical expertise of students. The findings showed that the interaction level significantly predicted the satisfaction of learning in a cloud environment for the students. In a virtual learning environment, interactive contact between students and interaction between students and the teacher is important. The results showed that in the creation of the cloud learning environment, two learning variables should be considered simultaneously: the level of online interaction and the technical expertise of students. The findings showed that the interaction level significantly predicted the satisfaction of learning in a cloud environment for the

students. In a virtual learning environment, interactive contact between students and interaction between students and the teacher is important.

Additionally, the frequency of online contact and students' technical experience influence their learning experience while using cloud services. There are also recommendations for tackling concerns associated with their usage in higher education, such as technical issues. Therefore, instructors are urged to use cloud computing technology while planning the course curriculum in order to successfully increase students' learning (Wang, 2017, p.208).

The next research was done to examine the relationship between emerging technologies and writing and their consequences. A case study and current literature were reviewed to determine the impact of electronic and communicative devices on English writing among college students. The research found that since children are constantly exposed to simplified language and programs that effectively do the job for them, they need help discriminating between casual and formal writing. As a consequence, instructors are already finding a substantial surge in informal language that is "creeping" into official works of writing, producing a major reduction in students' overall writing. The study's results revealed that inside the classroom (Alhusban, 2016, p.438). Both quantitative and qualitative methods were implemented for data collection and interpretation as a descriptive case study. There have been two kinds of writing assignments received from college students. The assignments of both free and formal writing students were reviewed and contrasted regarding their material. The numbers of particular errors were contrasted in the sample. Differences between formal and informal writing styles were calculated using frequencies and means (Alhusban, 2016, p.440). The findings of the investigation indicate that with these challenging but valuable criteria, writing practices need to take place now and more often than ever before. It is necessary, however, for students to understand the difference between informal and formal writing fully and to be able to identify the situations in which each is significant before formal written tasks are completed. The importance of formal writing is recognized. Once this critical step is completed, students may practice the formal, advanced, and complex writing abilities required in college and the workplace while also acquiring a feeling of motivation and encouragement to write effectively and, in turn, demonstrate confidence in the position they have (Alhusban, 2016, p.443).

Advancing technology offers different strategies for education in order to build modern learning environments. Edmodo is believed to offer a solution for English teaching, particularly for writing teaching, as a learning platform. This study examined how Edmodo was used in a blended learning environment to teach writing with a gender-based approach, how it engaged students, and how students felt about its use. The case study design was qualitative in this research. The study included 17 students in their eleventh year of senior high school in Bandung, Indonesia. Data collecting techniques included observations, record analysis, interviews, and questionnaires. According to the results, GBA writing cycles may be included in writing teaching. Edmodo also cognitively boosted students' involvement in classroom sessions. The students demonstrated different responses based on the context of Uses and Gratification Theory (UGT) to the use of Edmodo. Some of the problems found in this research on the use of Edmodo were bandwidth, frustration with the use of Edmodo, incompatibility with mobile apps, and lack of learning responsibilities for students. The authority's recommendations and areas of further study are discussed (Purnawarman, 2016, p.242).

Writing productively in EFL lessons is crucial. Teachers and students must work well together in writing classes. In many writing courses, just the instructor responds to student work. The variety of classroom devices has grown in the early 21st century. The way they are utilized in schools worldwide may affect our class results. As current generations of students utilize newer technology, it might be beneficial to include these new tools in the classroom. Teachers can give students their written work without having to meet with them in person when they use technology in their writing lessons. It looks at how Edmodo changes the

writing skills of EFL students. A model similar to an experiment was used in his study. The Irana English Institute, Razan-Hamedan, has 40 female advanced writing students. Composition publication was the emphasis. Students were randomly allocated to experimental and control courses. Edmodo was placed in the experimental group. The Mann-Whitney U test was utilized for data analysis, and the results revealed that the usage of Edmodo in writing was more effective in the writing output of EFL learners who participated in this study (Shams-Abadi, 2015, p.88).

3. Furthur Studies

Even though the use of multimodal technologies will greatly facilitate teaching and student object development, and even though technology has played a significant role in communication and collaborative practices, more research is still needed to address issues like teacher preparedness and access to technology that will allow them to feel completely confident about the use of technology-supporting tools. It is worth noting, however, how the expansion of the use of technology in education has enormous potential to enable written teachers to become more and more skilled and competent writers for learners, most of whom are digital natives (Vicentini & de Oliveira, 2014,p.49). Ratnaningsih (2019), in his investigation into the practical experiences of students who have utilized the Google Classroom application to submit English-speaking and writing assignments, proposes that future research focus on the practical experiences of students who have utilized Google Classroom to enhance their reading and listening abilities (p.109). Additionally, due to the specialized software and equipment needed for effective operation, only a limited number of instructors and learners are granted access to Google Classroom. Thus, it is advised that future studies looks at how instructors may better fulfill the needs of their students, inspire them to learn English, support student-centered learning, and foster cooperative learning. As a result, Google Classroom may be used as a tool to help teachers, students, parents, and schools collaborate to meet learning objectives (Yunus & Syafi'I, 2020, p. 62). Mataram (2018), in his study "Using Video Recipe to Improve the Junior School Students' Ability in Writing Procedure Text," indicated that in order to explore the complex discrepancies in revision based on various reasons for writing, future research in this field should be extended (p.108).

According to Fithriani et al. (2018, p. 89), their findings may add to the expanding body of scholarship on the use of online blogging in EFL classrooms, particularly in writing courses. However, given the report's restricted scope of discussion, future studies should focus on other areas of blog integration, such as the effects and problems of incorporating blogging into the Indonesian EFL writing classroom. Since this study focused on student expectations, it is important to study whether these self-reporting benefits reflect the real status of student writing products or compare student and teacher perspectives on online blogging integration. Zhang (2018) noted that his study's primary findings had disadvantages. One significant limitation is that the research participants are drawn from a handy sample, and they are all in the early stages of their graduate programs. Therefore, the study's representativeness may be restricted. Another disadvantage is that this research focuses only on changing one of the participants' psychological characteristics. Writing remains a complicated cognitive activity. More study is required to investigate the complicated link between self-efficacy and other emotional factors since there might be some correlations (Zhag (2018, p.121). Apart from the research results that were interested in "THE USE OF EDMODO IN TEACHING WRITING IN A BLENDED LEARNING SETTING," the current study did not cover a variety of issues. Second, Edmodo's application of teaching writing is limited to a single month only. Therefore, it is suggested to conduct longer studies to get more accurate results. Second, in the Indonesian context, the feasibility of the use of blended learning incorporated into a writing approach has yet to be widely investigated, especially in remote areas where technology is considered new.

Further research can determine whether blended learning improves distant learners' learning outcomes. Third, to understand how students actively engage in a mixed learning setting, explore behavioral or emotional interaction (Purnawarman, 2016, p.249). To sum up, various studies are needed to cover all the

gaps in using technology in teaching-learning writing, which is the main English skill. The researchers above provide certain suggestions for future studies. Still, some others were restricted in their studies, giving different recommendations for the same study.

4. Conclusion

During the initial two decades of the twenty-first century, technology settled into every aspect of society. It made a substantial contribution to the worldwide patterns of interconnectedness and collaboration. A generation born into a digital age and conversant in the language of technology has been able to participate more actively in a range of classroom activities thanks to the increasing integration of technological tools in education. Collaboration and presentation technology tools may boost student motivation and engagement and allow students to revise and share their work with others.

In addition, new technical instruments are redefining modern skills in writing. Due to technological advancement, almost all institutions have implemented an e-learning system worldwide, which allows schools and teachers to use distance learning facilities and accessible educational tools and platforms to access students remotely and minimize disruption to education. The research includes the use of technical resources and various applications through the e-learning system to allow learners to study at any time and anywhere. In order to know how to use such resources and applications and how to communicate with each other and share and appreciate different points of view, teachers and learners need training and a variety of skills in technology. Although some challenges have been clarified, the review sheds light on the unique role of technology and its significance in the writing phase of teaching and learning.

The overall analysis of the literature, which demonstrates the advantages and drawbacks of e-learning, recommends the need for its implementation in the education sector in order to enable educational institutions, teachers, and learners to benefit completely from keeping up with distance learning and the use of technology. The government is also responsible for preparing a special website to include webinars, tips for online teaching and learning, teacher tools, and speedy Internet to avoid boring and time-consuming teaching-learning processes.

References

1. Alhusban, A. (2016). The Impact of Modern Technological Tools on Students Writing Skills in English as a Second Language, *International Congresses on Education DAVD publishing,* 6, doi: org/10.17265/2161-623X/2016.07.006.

2. Alkhataba, E. Abdul-Hamid, S., Bashir, I. (2018). Technology-Supported Online Writing: An Overview of Six Major Web 2.0 Tools for Collaborative-Online Writing. *Arab World English Journal (AWEJ),* 9(1), 433-446.

3. Alsamadani, H. (2017). The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. International Education Studies; Published by Canadian Center of Science and Education, 11(1), pp.44-51.

4. Alsubaie, A. & Madini, A. (2018). The Effect of Using Blogs to Enhance the Writing Skill of English Language Learners at a Saudi University. *Global Journal of Educational Studies*, 4(1),13-30.

5. Argawati, *N. &* Suryani, *L. (2020).* Project-Based Learning in Teaching Writing: The Implementation and Students' Opinion. *Journal of English Education*, 8 (2), 219-226.

6. Fithriani, R., Rafida, T., Siahaan, A.,(2018), Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions. *International Conference on English Language Teaching, Literature, and Translation*, 188, 87-90.

7. Marleni, P. (2020). Enhancing the Students' Writing Skill through Technological Writing Feature of

Wridea. *Journal of English Education and Teaching (JEET),* 4(1), 140-153.

8. Mataram**,** J. (2018). Using Video Recipe to Improve the Junior School Students' Ability in

9. Writing Procedure Text. *Journal of Languages and Language Teaching,* 6(2**),** 108- 115.

10. Pratama, Y., Boeriswati, E. , and Murtadho, F. (2020). The Use of Adobe Animate as a New Technology in Technology in Teaching Academic Essay Writing in Drama Persada University, *Journal GEEJ*, 7(1), PP.1-11.

11. Purnawarman, P. Susilawati , Sundayana, W. (2016). The Use of Edmodo in Teaching Writing in a Blended Learning Setting. *Indonesian Journal of Applied Linguistics*, 5 (2), 242-252.

12. Purwanto, A. (2020). Intensive Writing Instruction by using Padlet Application in Indraprasta University PGRI. *INTERNATIONAL JOURNAL OF EDUCATION, INFORMATION TECHNOLOGY AND OTHERS (IJEIT),* 3(1), pp.28-36.

13. Ratnaningsih, P. W. (2019). The Use of Google Classroom Application for Writing and Speaking in English Education Class. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 5(1), 93-110.

14. Sujito, Kurniasih, N , Muttaqin, W, Sari, I. , Saleky, A. , Tuasikal, P. , Talakua, Y., Laka, B. , Niwele, A, Aziz, F. (2018). Applying ELMS Technology-Based Teaching Strategy to Improve Writing Competence for EFL Remedial Students across Different Motivation Levels. *International Journal of Engineering & Technology*, 7 (3.2), 770-773.

15. Sujito, Muttaqin, W. , Kurniasih, N. , Bakri, S. , Santosa, Hasan, M., Salman. A. , Purwanto8 , Widjajanti, R., and Istiqomah, L. (2019). Combining subtext application technology and collaborative writing to improve EFL remedial students' writing competence with different learning style. *1st International Conference on Advance and Scientific Innovation (ICASI) IOP*. 1175 , doi:10.1088/1742-6596/1175/1/012230. P.1-6.

16. Shams-Abadi, B., Ahmadi, S., Mehrdad, A. (2015). The Effect of Edmodo on EFL Learners' Writing Performance. *International Journal of Educational Investigations.* 2 (2), 88-97.

17. Wang. J. (2017). Cloud Computing Technology in Writing Class: Factors Influencing Students' Learning Experience. *Turkish Online Journal of Distance Education-TOJDE,* 18 (3), 197-213.

18. Vicentini, C. & de Oliveira, L. (2018). Uing Technology Tools in Writing Isntruction . *NYS TESOL JOURNAL*, 5(2), 44-51.

19. Yundayani, A. Susilawati, S., & Chairunnisa, C. (2019). Investigating the effect of Canva on students' writing skills. *English Review: Journal of English Education*, 7, doi: 10.25134/erjee.v7i2.1800.PP. 169-176.

20. Yunus, A. & Syafi'I, A. (2020). Google Classroom as Learning Platform in Teaching Writing, *British, Jurnal Bahasa dan Sastra Inggris*, 9(1), 48-64.

21. Zhang, Y. (2018). Exploring EFL Learners' Self-Efficacy in Academic Writing Based on Process-Genre Approach. *Canadian Center of Science and Education*, 11(6), 115-124.