

**UTILIZING WORDTUNE AS A DIGITAL WRITING ASSISTANT TO
ENHANCE STUDENTS' WRITING SKILL**

ARTICLE

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Department*



By:

DWI ANDINA

NPM. 2002050025

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2024

Journal of English Development (JED) E-ISSN 2776-088X



JED

Journal of English
Development

**Program Tadris Bahasa Inggris
Universitas Ma'arif Lampung
(UMALA)**

Jl. Kartini No. 28 Purwosari Metro Utara Kota Metro Lampung
Indonesia Contact : Rizky Hidayatullah (085211583755)
Email : Developmentenglishjournal@gmail.com



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Artikel Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 10 September 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:


Nama : Dwi Andina
NPM : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

Dengan diterimanya Artikel ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).


Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Artikel
() Tidak Lulus

PANITIA PELAKSANA

Ketua

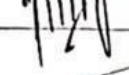

Dra. Hj. Svamsayurnita, M.Pd.

Sekretaris


Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.
2. Dr. Tengku Winona Ememlia, M.Hum.
3. Dr. Pirman Ginting S.Pd., M.Hum.


1. _____
2. _____
3. _____



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN ARTIKEL

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Artikel ini diajukan oleh mahasiswa di bawah ini:

Nama : Dwi Andina
NPM : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

sudah layak disidangkan.

Medan, 26 Agustus 2024

Disetujui oleh:
Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd., M.Hum.

ij Cerdas | Terpercaya



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhsu.ac.id> E-mail: fkip@umhsu.ac.id

BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Rabu Tanggal 24 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dwi Andina
N.P.M : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill.

No	Masukan dan Saran
Title	
Introduction	State the gap clearly by providing what should be & how the reality is
Research Methodology	State the data analysis technique steps chronologically
Result and Discussion	
Conclusion	Provide the recommendation
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhsu.ac.id> E-mail: fkip@umhsu.ac.id

PERNYATAAN KEASLIAN ARTIKEL

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama : Dwi Andina
NPM : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill

Dengan ini saya menyatakan bahwa artikel saya yang berjudul "Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 26 Agustus 2024
Hormat saya
Yang membuat pernyataan,



Dwi Andina



Letter of Acceptance

Nomor: 83/4 (2)/JED-LoA/VI/2024

Dear Authors

We are pleased to inform you that your paper entitled : **“Utilizing Wordtune as A Digital Writing Assistant to Enhance Students’ Writing Skill”**

Dwi Andina¹, Pirman Ginting²

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

has been **Accepted** with Minor revisions for Volume 4 Number 02, August 2024 of JED:
Journal of English Development



Metro, June, 28 2024

Editor in Chief
Journal of English Development



Rizky Hidayatullah, M.Pd.

Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

Dwi Andina*¹, Pirman Ginting²

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

*Correspondence: ✉ dwiandina90@gmail.com

Abstract

Writing is a critical language skill that students must acquire; nevertheless, the teaching and learning process for writing in the classroom does not go smoothly. As a result, the purpose of this study is to examine Wordtune's potential as a digital writing aid to enhance the written proficiency of English as a foreign language (EFL) students. To accomplish this goal, a pre-experimental research design was used with quantitative research tools. The pre- and post-tests were employed as tools for gathering data. Twenty students in grade ten at SMK-BM PAB 3 Medan Estate, majoring in MPLB and AKL, served as the sample for this study. Tests were given both before and after the intervention to gather data. The significant difference between the pre-and post-tests was analyzed statistically using SPSS with the T-test. The result indicates that the probability value for pre-test and post-test data is 0.000, the Tcount value is 26.536, and the Ttable value is 2.093. Because the value of Tcount > Ttable is 26.536 > 2.093 and the probability value (Sig.) 0.000 < 0.05. As a result, the use of Wordtune considerably enhanced students' writing skills. As this study demonstrated, Wordtune can be integrated into the learning process to help students write more successfully.

Article History

Received: 25-July-2024

Revised : 01-Aug-2024

Accepted: 19-Aug-2024

Keywords:

Digital writing assistant, Wordtune.



© 2024 Dwi Andina, Pirman Ginting

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

In modern times, technological advancements impact every aspect of human life (Laili & Muflihah, 2020). For instance, artificial intelligence (AI) is increasingly used in society and among students. Limna et al. (2022) stated that Artificial intelligence is the ability of computer programs to learn and think. It also describes any program that carries out operations that would typically call for artificial intelligence. In particular, artificial intelligence (AI) has created new challenges, opportunities, and difficulties for educational innovation. These include the rise of complex educational systems, the move to individualized learning, and barriers to the role of teachers. (Holmes et al., 2018). Furthermore, AI has gained significant focus in education because it allows teachers and students to communicate more efficiently and can intuitively learn and detect user activities. As a result, by leveraging the power of AI and deep learning algorithms, teachers may obtain valuable insights from

the massive amounts of student data collected, allowing them to make more educated decisions to improve student outcomes and retention (Mogavi et al., 2023).

Artificial intelligence and technology have emerged as valuable instruments for improving students' English writing skills (Yoandita & Yenni Hasnah, 2024). It allows for the integration of new tools, such as digital writing assistants. Digital writing assistants are AI-powered tools that increase writing assignments' quality and efficiency (Shi et al., 2022). Writing with digital assistants involves utilizing AI-powered tools and software to help students enhance their English language proficiency (Winans, 2021). These tools employ advanced algorithms to analyze and assess students' writing, offering them immediate feedback and suggestions for enhancement. Over the past few years, there has been a rise in the use of artificial intelligence-powered writing tools that have become increasingly popular among students. These digital assistants provide a variety of features and capabilities that aim to improve the writing process for students (Su et al., 2019). These digital assistants offer a range of features and capabilities designed to enhance the writing process for students. Nevertheless, existing digital writing tools mostly assist authors in editing drafts for grammatical accuracy, with only a handful of online writing apps assisting users throughout the writing process. Wordtune is one such application.

According to Zhao (2023) Wordtune is a digital writing assistant that uses AI technology to offer alternative sentence structures and synonym replacements for highlighted text, all while preserving the original meaning. As defined by Suman et al. (2023), Wordtune is a digital writing assistance built specifically for EFL authors. Using this tool to help students build or translate ideas into English can also enhance the quality of their writing. The program also helps students avoid getting stuck on difficult English words or idioms and maintain motivation while writing. Based on Fitria (2024), the following functionalities are available in Wordtune: 1. Word choice: Wordtune can offer better word suggestions based on writing style, coherence, and clarity, among other factors. 2. Grammar: Wordtune may fix errors in spelling, punctuation, and sentence construction. 3. Structural: Wordtune provides sentence themes, phrase layout, and paragraph division. 4. Style: Wordtune can offer advice on how to make writing more engaging, reduce clichés, and increase language proficiency. Wordtune is available online as an editor that runs on the web or as an extension for browsers. After the rewriting or word editing process is complete, the information can be exported or downloaded in a variety of forms, including text files, MS Word documents, and HTML files. Furthermore, Wordtune is a valuable tool with Free and Premium price options to assist authors in improving student writing skills. Every day, the Free plan includes ten rewrites to allow us to experiment with new phrase forms.

As the academic landscape evolves, the challenges and expectations surrounding students' English writing skills have become increasingly complex and multifaceted. Based on Helaluddin et al., (2020), establishing effective writing skills remains crucial in today's global society. Although writing is essential for students, the teaching and learning process of writing in the classroom does not run smoothly (Fitri et al., 2017). Developing writing skills has been recognized as a vital component in achieving proficiency in language learning (Vacalares et al., 2023). On the other hand, English language learners often face many obstacles that impede their progress in honing their writing abilities. Time constraints, motivation challenges, and a lack of targeted feedback can contribute to students' difficulties in developing their English writing skills (Song, 2023). Students may struggle with poor vocabulary knowledge, weak grammar grasp, and an inability to construct sentences effectively (Khalid & Yamat, 2022).

The differences in grammatical structures and sentence patterns between English and Indonesian are challenging for Indonesian learners in writing in English (Rakhmyta, 2022). The difference in structure often causes confusion and results in grammatical errors in the English they write. In addition, Indonesian students often experience difficulties writing in English due to their limited vocabulary. In Indonesian, there are several approaches to articulating a particular idea, while in English, there may only be a few specific phrases that effectively convey the intended meaning (Sakkir et al., 2023). Additionally, students have difficulty expressing their ideas effectively in written English due to limited vocabulary (Santillan & Daenos, 2020).

According to Li & Zeng (2019), vocabulary, grammar, and writing resources were identified as the key elements causing difficulties in academic writing. As a result, students still need help grasping the necessary writing skills. In addition, teacher-guided instructional activities intervene in students' writing challenges. (Ginting et al., 2021). Teachers' strategies for teaching writing materials cannot increase students' motivation and grasp of all elements of writing, such as grammar, vocabulary, general essay structure, etc. Based on that, writing is widely regarded as a skill with significant language education challenges. This is where technology can significantly impact overcoming students' English writing problems. The integration of technology-based solutions, such as AI-assisted writing tools, has been proposed to overcome specific language learning barriers, especially in time- and resource-constrained writing tasks.

Recent research has examined the effectiveness of these AI-assisted language learning aids in increasing students' writing skills and motivation. For instance, a research by (Song, 2023) examined the efficacy of the AI-powered tool ChatGPT in improving students' writing skills and motivation. On the other hand, this research responds to that need by evaluating the potential of Wordtune in supporting students' writing learning. Additionally, Fitria (2024) examined the effectiveness or performance of Wordtune in rewriting and

reordering English writing. Moreover, Al Mahmud (2023) investigated to what extent Wordtune facilitates students in writing.

Although various studies have looked into the usage of AI writing assistance, more research needs to be done, mainly on the use of Wordtune in an educational setting. As a result, the purpose of this study is to bridge this gap by thoroughly studying how Wordtune can help students learn to write. This study looks at how Wordtune's advanced features, such as sentence structure, vocabulary diversity, clarity, and style suggestions, can help students significantly enhance their writing skills. The findings of this research are intended to contribute to the advancement of writing learning in the digital era and provide practical advice for teachers on how to utilize technology to help students with their skills.

RESEARCH METHODOLOGY

The methodology that is utilized throughout the course of this investigation is that of quantitative research, which refers to a systematic and rigorous approach that emphasizes characterizes variables, tests their correlations, and determines cause-and-effect interactions between variables. In this study, the dependent variable is students' capacity to produce recount texts, whereas the independent variable is their use of Wordtune as digital writing assistance. The researcher intends to use an pre-experimental research approach to attain this purpose.

In accordance with Sugiyono (2014: 109), pre-experimental research is a design in which only one group or class receives a pretest or posttest without a control or comparison group. The experimental pretest-posttest paradigm assesses groups prior to and following treatment (Podesva & Sharma, 2014). Thus, by employing a strict experimental design, researchers can explore the complex relationships among the variables they are studying and, ultimately, explain how utilizing Wordtune as a medium affects students' writing abilities.

Table 2.1 Experimental Design

Pre – Test	Treatment	Post – Test
O ₁	X	O ₂

Population and Sample

As stated by Sugiyono (2019: 127), the sample is representative of the population's size and characteristics. The study focuses on the SMK-BM PAB 3 Medan Estate student class, particularly those in the 2023–2024 academic year in senior high school grade ten. A total of 22 students comprised the overall population, further split into two classes: those majoring in institutional financial accounting (AKL) and office administration of business institutions (MPLB). A total of eleven students are present in every class.

Meanwhile, it is crucial to remember that the sample under examination is an integral component of the population and has inherent qualities that make it appropriate for inquiry. Furthermore, a simple random sampling procedure was used to choose acceptable study participants. According to Sugiyono (2019: 129), Simple Random Sampling is the random taking of sample members from the population without regard to the strata in the population.

This technique, in turn, permitted the selection of 20 participants from the public as the sample, with numerous criteria applied to ensure the study participants' appropriateness. To acquire accurate and legitimate research results, it is critical to recognize the careful nature of the sampling process.

Instruments

The research instrument was an essay that assessed students' capacity to explain their thoughts clearly and convincingly. The researcher utilized a recount text as an essay to evaluate their writing skills. Additionally, in this research, the data from the pre-test and post-test were scored using writing scoring criteria adapted from Cohen's criteria (1994). According to Oshima & Hogue (2007), that students composing paragraphs utilize rubrics to examine format, punctuation and mechanics, content, organization, and grammar.

Table 2.2 Scoring Rubric of Recount Text

Aspect	Score	Level	Criteria
Content	5	Excellent	Very clear in changing ideas and the main ideas state accurately and clearly.
	4	Good	State the main ideas accurately and clearly, an opinion almost change clearly.
	3	Average	Unclearly main ideas, changing opinion statement is weak.
	2	Poor	The main ideas not accurate and clear, changing opinion statement is weak.
	1	Very Poor	Not accurate of main ideas, changing opinion statement is weak.
Grammar	5	Excellent	The complex structure is no errors and comprehensive control.
	4	Good	The structure is good control and nearly no errors.
	3	Average	The structure is equitable control and a bit of error.

	2	Poor	The structure is bad control and many errors.
	1	Very Poor	The structure is no control and errors.
Organization	5	Excellent	Coherent perfectly and organized well.
	4	Good	Coherent generally and equitable organized well
	3	Average	Logic but insufficient sequencing, main ideas clear and near organized.
	2	Poor	Less logical sequencing and disconnected ideas.
	1	Very Poor	Incoherent and no organized.
Vocabulary	5	Excellent	Effectively good in choosing words, idioms use, and word form.
	4	Good	Effective choosing words, idioms used, and word form.
	3	Average	Instruct choice of words but some missaply of word forms, idioms, and vocabulary.
	2	Poor	Missaply of word forms, idioms, vocabulary, and confusing word.
	1	Very Poor	Missaply of word forms, idioms, vocabulary, and confusing word.
Mechanics	5	Excellent	Understanding of punctuation and spelling.
	4	Good	Hardly any errors in punctuation and spelling.
	3	Average	Enough number of punctuation and spelling.
	2	Poor	Frequent errors in punctuation and spelling.
	1	Very Poor	No control over punctuation and spelling.

Data Collection and Data Analysis

Measuring approaches were employed to gather data for this research. Arikunto and Jabar (2009) describe measurement as comparing one object to a specific unit of measurement. The effectiveness of the writing learning process can be assessed using the evaluation procedure. In addition, the study was

extended by three days, and the pre-and post-test results were evaluated using Cohen's (1994) writing assessment criteria, which include content, grammar, organization, vocabulary, and mechanics. The researcher administered the pre-test to the students during the first meeting. The researcher introduced and showed Wordtune to the students at the next meeting. The researcher then assigned an assignment to the students, instructing them to produce recount text in groups of three paragraphs using Wordtune as an introduction and introductory exercise. At the end of the experiment, the researchers administered an individual post-test to assess Wordtune's effectiveness as a digital assistant in learning to recount text. Pre- and post-test data, which were then processed using the SPSS software, were used by the researcher to analyze the data. The outcomes of the pre-and post-tests were examined and contrasted by the researcher using paired samples.

Hypothesis

There are two types of research hypothesis employed in this study:

a) Null Hypothesis (H_0)

Based on the null hypothesis, there is no discernible difference in the writing skills of students when they use Wordtune as a digital writing assistant.

b) Alternative Hypothesis (H_a)

Based on the alternative hypothesis, students' writing skills are significantly impacted by using Wordtune as a digital writing assistant.

RESULT AND DISCUSSION

Result

To evaluate Wordtune's effect on students' English writing abilities in recount texts, the researcher employed t-test data analysis. This results in a total score comparison between the pretest and posttest tables.

Table 3.1 Pre – Test Score of Writing Analytical Aspects

Students	Components of Writing					Total
	Content	Grammar	Organization	Vocabulary	Mechanics	
AHM	3	2	2	3	3	13
BSA	2	2	2	2	3	11
MH	2	1	2	2	2	9
MSV	3	2	3	3	3	13
NA	2	2	2	2	2	10
SR	3	2	3	3	3	14
TRA	1	1	1	1	1	5
HM	1	2	1	1	2	7
NJ	2	1	1	1	1	6
RA	2	2	2	3	3	12

NNK	1	1	1	1	2	6
TW	3	2	2	3	3	13
NTA	2	2	2	2	2	10
MH	1	1	1	1	2	5
RAS	2	1	2	2	3	10
P	4	3	3	3	3	16
CLS	2	2	2	2	3	11
NSP	2	1	1	1	2	7
RSH	3	3	3	3	3	15
NCS	3	2	2	2	3	12
Total Scores						205

As indicated in the table above, the data analysis shows that the pre-test had an overall score of 205, with the lowest score being five (5) and the highest being sixteen (16). The graph depicts the students' scores when they created recount texts before using Wordtune.

Table 3.2 Post – Test Score of Writing Analytical Aspects

Students	Components of Writing					Total
	Content	Grammar	Organization	Vocabulary	Mechanics	
AHM	5	4	5	5	5	24
BSA	4	5	5	5	5	24
MH	4	4	4	4	5	21
MSV	5	5	5	4	5	24
NA	4	5	4	5	5	23
SR	5	5	5	5	5	25
TRA	4	4	4	4	5	21
HM	4	5	4	4	5	22
NJ	4	4	4	4	5	21
RA	5	5	4	5	5	24
NNK	4	5	4	4	5	22
TW	5	5	4	4	5	23
NTA	5	5	5	5	4	24
MH	5	4	4	4	4	21
RAS	5	4	5	5	5	24
P	5	5	5	5	5	25
CLS	4	5	5	4	5	23
NSP	5	4	4	4	5	22
RSH	5	5	5	5	5	25
NCS	5	5	5	5	5	25
Total Scores						463

As indicated in the table above, the data analysis revealed that the pre-test had an overall score of 463, with the lowest score being 21 and the highest being 25. This graph depicts the students' scores when they created the retelling text following the Wordtune treatment.

Hypothesis Test

The hypothesis test utilized to answer the given problem formulation is the paired sample t-test. Data was processed using SPSS statistics.

Paired Sample T-Test Results

The table below shows the results of the paired samples t-test, which was used to determine whether there was a difference between the pre-test and post-test data.

Table 3.3
Paired Samples Statistics Result
Pre Test and Post-Test students' writing performances using Wordtune

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	10.2500	20	3.35410	.75000
	Post-Test	23.1500	20	1.46089	.32667

Table 3.1 shows the descriptive statistical results of the pre-test and post-test scores from the two samples tested. The pre-test value had an average or mean of 10.250. However, the post-test value had an average mean of 23.150, which was higher than the pre-test mean. The research sample size was 20 persons, with a standard deviation pre-test value of 3.354 and a standard deviation post-test value of 1.460...

Table 3.4
Paired Samples Statistics T-test Results
Pre-Test and Post-Test Students' writing performance using Wordtune

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-12.90000	2.17401	.48612	-13.91747	-11.88253	-26.536	19	.000

The probability value for pre-and post-test data is 0.000. The following conditions provide the basis for decision-making:

H₀ = Utilizing wordtunes as a digital writing assistant does not significantly influence students' writing ability.

H_a = Utilizing wordtunes as a digital assistant greatly influences students' writing ability.

Decision criteria:

a. Accept H₀ if Tcount < Ttable

b. Reject H₀ if Tcount > Ttable

According to the findings, the T-count value was 26.536, the T-table value was 2.093, and the probability value for the pre-and post-test data was 0.000. With a probability value of 0.000 < 0.05, the value of T-count > T-table is 26.536 > 2.093. As a result, students' abilities to write recount texts are significantly impacted by using Wordtune as a digital writing assistant. So, alternative H_a is acceptable. In other words, the direct hypothesis 0 is rejected. This indicates that students' writing skills are greatly impacted by using Wordtune as a digital writing assistant.

Discussion

The discussion examines the potential advantages of utilizing Wordtune in the classroom and provides insights into its effective implementation. To accomplish this, the data was statistically evaluated (quantitative analysis using SPSS). This study employed the paired sample t-test to determine whether the averages before and after using the Wordtune application for writing skills were the same. The results revealed that, on average, the participating students improved when using the Wordtune tool, which was statistically significant. Furthermore, data analysis revealed that nearly all students achieved the success criteria by improving their writing in the five areas of content, grammar, organization, vocabulary, and mechanics. Therefore, this tool may assist students in expressing ideas or translating ideas into English while also enhancing the quality of their writing. (Zhao, 2023).

In contrast to Quillbot, Grammarly, and Wordtune, which are digital writing assistants, these three mainly utilize paper-based tasks. Wordtune offers extensive capabilities for modifying and structuring texts, whereas Quillbot concentrates on rewriting and paraphrasing sentences. Grammarly, on the other hand, aims to facilitate better content creation and enhance grammar. Wordtune, Quillbot, and Grammarly are all top-notch resources for improving student writing in English that use natural and compelling language. Their emphasis is distinct, so students may adapt their use to suit their individual requirements. Vacalares et al. (2023) state that digital technology has transformed how students learn many abilities, including writing.

This result is in line with previous research on how digital writing aids allow students to become better writers.: Barrot (2022), Rad et al. (2023), and Choo & Li (2017). As an instance, Rad et al. (2023), who investigated how AI

could improve students' writing abilities, found that the experimental group that utilized Wordtune to help with their writing significantly improved their writing abilities in comparison to the control group, who did not use Wordtune. Furthermore, Zhao et al. (2024) propose that further investigation be done into how students use digital writing tools for their writing practice and how this impacts their learning. This understanding can serve as the foundation for more thorough assistance given to students in assessing and using digital writing tools, enabling them to do so ethically and successfully. Students would greatly benefit from precise guidance on the dos and don'ts.

Furthermore, compared to previous research, Fitria (2024) examined the effectiveness or performance of Wordtune in rewriting and rephrasing English writing. Employing a qualitative descriptive methodology, the study's findings inform conclusions and guide future actions. The researcher describes the data methodically, which is very useful for students who want to improve their writing clarity and polish. In contrast to Al Mahmud (2023), This study combined methods to investigate whether and how much Wordtune aids students in their writing. Quantitative statistics show that after using Wordtune, the experimental group's writing skills increased, and they fared better than the control group in the final writing exam. Meanwhile, the qualitative data revealed that the experimental group achieved moderate lexical and syntactic improvements in their writing after using Wordtune. Based on this, for the novelty of the previous research, this research brings the same digital writing tool, wordtune. Still, the difference is in the aspects to be studied. Namely, the researcher will focus on examining the effectiveness of word tune on several elements of paragraph writing, namely content, grammar, organization, vocabulary, and mechanics. Therefore, the researcher hopes that this study can support previous research by providing more detailed information about using Wordtune in the learning process to enhance students' English writing.

Lastly, this study has limitations, such as only using one class variation, namely the experimental class, which adjusts to the research method. The sample size is minimal. Therefore, it may not be generalizable to larger groups. However, the study was conducted using rigorous and thorough methodology, which increased the reliability of our findings. Despite these limitations, this study contributes significantly to readers' understanding of the topic. So, the authors hope this research will encourage more investigation in this field of study.

CONCLUSION

This study proves that Wordtune, a digital writing assistant powered by artificial intelligence, can enhance students' writing skills. Additionally, the findings show that Wordtune is helpful for students in several areas of writing, such as grammar, word selection, and sentence structure. Furthermore, Wordtune's interactive nature encourages active participation in the writing

process, resulting in a better comprehension of grammar, making writing more effective and productive. Students who used Wordtune performed significantly better on writing tests than those who had not used Wordtune previously.

As a result, Wordtune has evolved into an invaluable tool for students to improve their writing abilities. The ability to provide real-time feedback and personalized services assists students in identifying and enhancing their problems and improving their understanding and coherence of the material. Based on this, Wordtune is recommended as an effective tool and innovative solution for enhancing students' writing abilities. Using Wordtune in English language learning can help students achieve their full potential. Ultimately, it is envisaged that more research will be required to examine Wordtune's efficacy across various settings and student groups to expand and improve this related field of study.

AKNOWLEDGMENT

The journal is meant to replace the thesis requirement for a bachelor's degree in the English Education Study Program at Universitas Muhammadiyah Sumatera Utara's Faculty of Teacher Training and Education. First and foremost, the author is grateful to Allah SWT for providing the grace and direction needed to finish this research. The author would also like to thank her parents for their prayers, support, and love. The author would also like to thank Mr. Pirman Ginting, S.Pd., M.Hum., for his invaluable assistance, direction, and patience. The author would also like to thank everyone who participated in this research, especially my friends, who have always been kind and encouraging. The research will be helpful.

REFERENCES

- Al Mahmud, F. (2023). Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool. *Journal of Language Teaching and Research*, 14(5), 1395-1404. <https://doi.org/10.17507/jltr.1405.28>
- Barrot, J. S. (2022). Integrating Technology into ESL/EFL Writing through Grammarly. *RELC Journal*, 53(3), 764-768. <https://doi.org/10.1177/0033688220966632>
- Choo, Li, Y. B. K. L. (2017). ARIEL An International Research Journal of Language and Literature 27 (2016) 27- 60 <http://sujo.usindh.edu.pk/index.php/ARIEL>. *An International Research Journal of Language and Literature*, 27(28), 1-16. [Google Scholar](#)
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. pearson. <https://thuvienso.hoasen.edu.vn/handle/123456789/12789>

- Fitri, I., Eripuddin, & Rahayu, P. (2017). An analysis of the students' skill in writing descriptive text at the eighth grade of Smpn 7 Tambusai Utara. *Neliti*, 3(1), 1–6. <https://media.neliti.com/media/publications/109729-EN-an-analysis-of-the-students-skill-in-wri.pdf>
- Fitria, T. N. (2024). *Using Wordtune As An Ai-Powered Writing Tool How Is The Performance In Review And Rephrase English Writing?* 6(1), 117–149. [Google Scholar](#)
- Ginting, P., Hasnah, Y., & Utami, D. S. (2021). Enhancing Students' Critical Thinking in Writing Through Group Investigation Strategy Assisted by Digital Story Board Media. *IJET (Indonesian Journal of English Teaching)*, 10(1), 112–125. <https://doi.org/10.15642/ijet2.2021.10.1.112-125>
- Helaluddin, Wijaya, H., Nurmaidah, Vonny Rante, S. N., Tulak, H., & Guntur, M. (2020). A Need Analysis in Academic Writing by Using Integrative-Based Approach: The Perspective of University Students. *Advances in Social Science, Education and Humanities Research*, 461. <https://www.atlantispress.com/proceedings/icllae-19/125942890>
- Holmes, W., Anastopoulou, S., Schaumburg, H., & Mavrikis, M. (2018). Technology-enhanced Personalised Learning : Untangling the Evidence. *Open Research Online, August*, 116. <http://www.studie-personalisiertes-lernen.de/en/>
- Laili, E. N., & Muflihah, T. (2020). the Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools. *Journal of Languages and Language Teaching*, 8(4), 348. <https://doi.org/10.33394/jollt.v8i4.2929>
- Li, J., & Zeng, L. (2019). Investigation into and analysis of the current situation of academic english writing of hlp postgraduates: A case study from a chinese university. *Journal of Language Teaching and Research*, 10(5), 979–988. <https://doi.org/10.17507/jltr.1005.09>
- Limna, P., Jakwatanatham, S., Siripipattanukul, S., Kaewpuang, P., & Sriboonruang, P. (2022). A Review of Artificial Intelligence (AI) in Education during the Digital Era. *Advance Knowledge for Executives*, 1(1), 1–9. <https://ssrn.com/abstract=4160798>
- Mogavi, R. H., Deng, C., Kim, J. J., Zhou, P., Kwon, Y. D., Metwally, A. H. S., Tlili, A., Bassanelli, S., Bucchiarone, A., Gujar, S., Nacke, L. E., & Hui, P. (2023). *Exploring User Perspectives on ChatGPT: Applications, Perceptions, and*

- Norizarina Mohd Khalid, H. Y. (2022). Constructing Sentences for Narrative Writing Using Wh-Questions among Rural Primary Year 6 Students. *International Journal of Academic Research in Business and Social Sciences*, 189 - 204. Received from dari <http://dx.doi.org/10.6007/IJARBS/v12-i3/12859>
- Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing : Answer Key. In *Pearson Education Limited*. https://edisclipnes.usp.br/plueginefile.php/3928474/mod_resource/content/1/IntroductiontoAcademicWriting.pdf
- Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press. [Google Scholar](#)
- Rad, H. S., Alipour, R., & Jafarpour, A. (2023). Using artificial intelligence to foster students' writing feedback literacy, engagement, and outcome: A case of Wordtune application. *Interactive Learning Environments*, 1-21. <https://doi.org/10.1080/10494820.2023.2208170>
- Rakhmyta, Y. A. (2022). English Learning Difficulties At Smp Negeri 23 Takengon During The Pandemic. *Jurnal Mahasiswa Ilmu Budaya*, 3(8.5.2017), 2003–2005. <https://dataindonesia.id/sektor-riil/detail/angka-konsumsi-ri-naik-jadi-5648-kgkapita-pada-2022>
- Sakkir, G., Rukmana, N. S., Muslim, A. B., Andrew, M., & Muhayyang, M. (2023). The Challenges faced by Students in Learning English (Post-Pandemic Era). *Interference: Journal of Language, Literature, and Linguistics*, 4(1), 111. <https://doi.org/10.26858/interference.v4i1.43966>
- Santillan, J. P., & Daenos, R. G. (2020). Vocabulary Knowledge and Learning Strategies of Senior High School Students. *Universal Journal of Educational Research*, 8(6), 2474–2482. <https://doi.org/10.13189/ujer.2020.080631>
- Shi, S., Zhao, E., Tang, D., Wang, Y., Li, P., Bi, W., Jiang, H., Huang, G., Cui, L., Huang, X., Zhou, C., Dai, Y., & Ma, D. (2022). *Effidit: Your AI Writing Assistant*. 1–16. <http://arxiv.org/abs/2208.01815>
- Suman, R. S., Moccia, S., Chinnusamy, K., Singh, B., & Regin, R. (Eds.). (2023). *Handbook of research on learning in language classrooms through ICT-based digital technology*. IGI Global.
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL

students. *Frontiers in Psychology*, 14(December), 1–14.
<https://doi.org/10.3389/fpsyg.2023.1260843>

Sophomore Talle Vacalares, Elmar Clarin, Reyniel Lapid, Michael Malaki, Vensar Plaza, & Madjid Barcena. (2023). Factors affecting the writing skills of the education students: A descriptive study. *World Journal of Advanced Research and Reviews*, 18(2), 1192–1201.
<https://doi.org/10.30574/wjarr.2023.18.2.0931>

Su, Z., Miao, L., & Man, J. (2019). Corrigendum: Artificial Intelligence Promotes the Evolution of English Writing Evaluation Model (2019 IOP Conf. Ser.: Mater. Sci. Eng. 646 012029). *IOP Conference Series: Materials Science and Engineering*, 646(1), 012068. <https://doi.org/10.1088/1757-899x/646/1/012068>

Vacalares, S. T., Clarin, E., Lapid, R., Malaki, M., Plaza, V., & Barcena, M. (2023). Factors affecting the writing skills of the education students: A descriptive study. *World Journal of Advanced Research and Reviews*, 18(2), 1192-1201. <https://doi.org/10.30574/wjarr.2023.18.2.0931>

Winans, M. D. (2021). Grammarly's Tone Detector: Helping Students Write Pragmatically Appropriate Texts. *RELC Journal*, 52(2), 348–352.
<https://doi.org/10.1177/00336882211010506>

Yoandita, & Yenni Hasnah. (2024). Quillbot As an Alternative Writing Tool: Examining Its Uses on the Academic Writing Performance of Efl Learners. *Esteem Journal of English Education Study Programme*, 7(2), 401–412.
<https://doi.org/10.31851/esteem.v7i2.15254>

Zhao, X. (2023). Leveraging Artificial Intelligence (AI) Technology for English Writing: Introducing Wordtune as a Digital Writing Assistant for EFL Writers. *RELC Journal*, 54(3), 890–894.
<https://doi.org/10.1177/00336882221094089>

Zhao, X., Hu, J., & Cox, A. (2024). Incorporating Artificial Intelligence into Student Academic Writing in Higher Education : The Use of Wordtune by Chinese international students. *Proceedings of the 57th Hawaii International Conference on System Sciences*, 1, 2726–2735.
<https://doi.org/10.17507/jltr.1405.28>

APPENDICES

MODUL AJAR BAHASA INGGRIS FASE E RECOUNT TEXT

A. Informasi Umum

A. Identitas Sekolah

Nama Penulis : Dwi Andina

Institusi : SMK BM PAB 3 MEDAN

Tahun Penyusunan : 2024

FASE	JENJANG	KELAS	PERKIRAAN JUMLAH SISWA	MODA PEMBELAJARAN	ALOKASI WAKTU
E	SMK	X	22 SISWA	Tatap Muka	12 JP (12x45menit)

B. Kompetensi Awal

Siswa sudah mampu menyebutkan penggunaan Simple Past Tense.

C. Profil Pelajar Pancasila

- ✓ Bernalar Kritis: mengidentifikasi, mengklarifikasi, dan menganalisis informasi yang relevan serta memprioritaskan beberapa gagasan tertentu.
- ✓ Mandiri: mengelola pikiran, perasaan, dan tindakannya agar tetap optimal untuk mencapai tujuan pengembangan diri dan prestasinya.
- ✓ Bergotong royong: Memiliki kemampuan kolaborasi, bekerja sama dengan orang lain disertai perasaan senang dan menunjukkan sikap positif, memahami perspektif orang lain, memiliki kemampuan berbagi dan menempatkan segala sesuatu sesuai tempat dan porsinya, serta menghargai pencapaian dan kontribusi orang lain, dan menghargai keputusan bersama dan berusaha untuk membuat keputusan melalui musyawarah untuk mufakat.

D. Sarana dan Prasarana

Sarana Prasarana	Media	Perkiraan Biaya
1. Internet 2. Buku referensi	Power Point LKPD Pengalaman pribadi	Tidak ada biaya

E. Target Peserta Didik

Modul ini dapat digunakan oleh peserta didik reguler dan peserta didik yang mengalami kesulitan belajar. Sekolah dengan teknologi dan akses internet yang baik akan lebih diuntungkan dalam pembelajaran di modul ini, namun tetap bisa digunakan pada sekolah yang tidak memiliki akses internet. Umumnya modul ini menjabarkan kegiatan pembelajaran tatap muka namun dapat di modifikasi untuk pembelajaran online dalam jaringan sesuai kreatifitas guru.

F. Metode/Model Pembelajaran yang digunakan

- Pertemuan 1: model *guided inquiry learning*; metode: Ceramah interaktif, diskusi kelompok
- Pertemuan 2: model *cooperative learning*; ceramah interaktif, diskusi kelompok, permainan
- Pertemuan 3: model *Small Group Discussion* ; metode: : Ceramah interaktif, diskusi kelompok

B. Komponen Inti

1. Tujuan Pembelajaran

10.A6 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.

10. B5 Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.

10.C5 Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

2. Pengetahuan Prasyarat

Memahami penggunaan Simple Past tense.

3. Pemahaman Bermakna

Guru memberikan pemahaman kepada peserta didik tentang Recount Text. Guru dapat memberikan contoh kontekstual menggunakan video:

https://www.youtube.com/watch?v=V_BnhRJmxtA tentang personal experience atau menggunakan Pertanyaan Pemantik seperti:

- a. Do you have your own memorable experience? Is that good or bad experience?
- b. What about your good experience? Going holiday or something?
 - c. Where did you spend your holiday?
- d. What about your bad experience?

4. Persiapan Pembelajaran

- a. Membaca materi tentang Simple Past Tense.
- b. Membaca dan memahami teks yang disediakan guru.

C. Kegiatan Pembelajaran

Pertemuan ke - 1

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 menit)	
1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa. 2. Menayangkan video apersepsi tentang Personal Experience (https://www.youtube.com/watch?v=V_BnhRJmxtA) 3. Guru menanyakan apa yang dilihat dari video tersebut dan beberapa pertanyaan pemantik.	1. Siswa berdoa. 2. Siswa menonton videonya. 3. Siswa menjawab pertanyaan guru.
Kegiatan Inti (60 menit)	

<p>4. Guru menjelaskan materi pelajaran tentang Recount Text dengan menggunakan Powerpoint.</p> <p>5. Guru mengingatkan bahwa dalam kehidupan sehari-hari, manusia senantiasa dihadapkan pada berbagai kejadian atau peristiwa. Semua peristiwa yang terjadi merupakan pengalaman pribadi baik berupa pengalaman yang menyenangkan ataupun tidak menyenangkan.</p> <p>6. Guru membimbing siswa untuk dapat memilih satu pengalaman pribadi yang tidak terlupakan.</p> <p>7. Guru menginstruksikan agar masing – masing siswa dapat saling berbagi pengalaman tersebut. Dapat menggunakan <i>guiding questions</i>:</p> <p>a. Do you have memorabel experience? b. What was it? c. When did it happen? d. Whom were with you? e. Where did it happen? f. How was the story of your experience?</p> <p>8. Guru meminta perwakilan siswa untuk menceritakan kembali pengalaman temannya di depan kelas.</p>	<p>4. Siswa menyimak penjelasan dari guru, bila yang tidak paham bisa bertanya kepada guru.</p> <p>5. Siswa menyimak penjelasan guru.</p> <p>6. Siswa berupaya mengingat kembali pengalaman berharganya.</p> <p>7. Siswa saling berbagi pengalaman dengan teman sebangkunya.</p> <p>8. Perwakilan siswa menceritakan pengalaman pribadinya.</p>
---	---

<p>9. Guru memberikan LKPD untuk terkait video yang ditonton di awal pembelajaran.</p>	<p>9. Siswa mengerjakan LKPD secara mandiri.</p>
--	--

Penutup (15 menit)

<p>10. Guru memberikan kesimpulan tentang materi hari ini.</p> <p>11. Guru menutup pertemuan dengan berdoa dan memberi salam.</p>	<p>10. Siswa menyimak penjelasan guru.</p> <p>11. Siswa menjawab salam guru dan mengucapkan terima kasih.</p>
---	---

Pertemuan ke - 2

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 menit)	
<p>1. Guru menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa.</p> <p>2. Guru memberikan pertanyaan terkait materi pelajaran pada pertemuan sebelumnya.</p>	<p>1. Siswa berdoa dipimpin oleh ketua kelas.</p> <p>2. Siswa menjawab pertanyaan guru.</p>
Kegiatan Inti (60 menit)	

<p>3. Guru memperkenalkan Wordtune sebagai alat bantu untuk merevisi teks yang ditulis.</p> <p>4. Guru menjelaskan cara menggunakan Wordtune (baik versi gratis atau premium), terutama bagaimana menggunakannya untuk merevisi kalimat agar lebih jelas, tepat, dan efektif.</p> <p>5. Guru membagi siswa ke dalam beberapa kelompok.</p> <p>6. Guru menginstruksikan siswa untuk berdiskusi membuat teks recount dengan menggunakan Wordtune.</p> <p>7. Guru meminta siswa untuk mengerjakan LKPD dalam kelompok kerja.</p> <p>8. Guru membimbing siswa dalam mengerjakan LKPD tersebut dalam kelompok – kelompok kerja.</p>	<p>3. Siswa menyimak guru.</p> <p>4. Siswa menyimak guru.</p> <p>5. Siswa bergabung dalam kelompok yang sudah ditentukan guru.</p> <p>6. Siswa secara berkelompok membahas teks recount yang akan dibuat dengan menggunakan bantuan Wordtune.</p> <p>7. Siswa mengerjakan LKPD</p> <p>8. Siswa menyimak arahan dan bimbingan guru dalam kelompok kerja.</p>
Penutup (15 menit)	
<p>9. Guru meminta siswa untuk menyimpulkan pembelajaran hari ini.</p> <p>10. Guru menutup pertemuan dengan berdoa dan mengucapkan salam.</p>	<p>9. Siswa menyimpulkan pembelajaran hari ini.</p> <p>10. Siswa menjawab salam guru dan mengucapkan terima kasih.</p>

Pertemuan ke - 3

Aktivitas Guru	Aktivitas Siswa
Pembukaan (15 menit)	
<p>1. Menyapa siswa dan menanyakan kabar lalu dibuka dengan doa dan mengecek kehadiran siswa.</p> <p>2. Guru menanyakan tentang konsep Recount Text.</p> <p>3. Guru menunjukkan PPT tentang penjelasan Recount Text sebagai pengingat materi.</p>	<p>1. Siswa berdoa dipimpin oleh ketua kelas.</p> <p>2. Siswa menjawab pertanyaan guru.</p> <p>3. Siswa menyimak penjelasan guru.</p>
Kegiatan Inti (60 menit)	

<p>4. Guru meminta siswa untuk membuat teks recount dengan tema pengalaman pribadi secara individu.</p> <p>5. Guru meminta mengunggah atau mengetik recount text yang telah mereka buat ke Wordtune.</p> <p>6. Guru meminta untuk mempresentasikan recount text yang telah direvisi menggunakan Wordtune.</p> <p>7. Guru memberikan penekanan pada pentingnya revisi dalam menulis recount text dan bagaimana Wordtune dapat membantu meningkatkan kualitas tulisan.</p> <p>8. Guru menutup dengan memberikan refleksi tentang kegiatan hari ini, khususnya pada pentingnya mengidentifikasi struktur teks dan penggunaan alat bantu seperti Wordtune untuk meningkatkan tulisan.</p>	<p>4. Siswa membuat membuat teks recount dengan tema pengalaman pribadi secara individu.</p> <p>5. Siswa menggunakan fitur Rewrite di Wordtune untuk menyunting teks mereka:</p> <ul style="list-style-type: none"> - Memperbaiki tata bahasa (grammar). - Meningkatkan pilihan kata (vocabulary). - Memperjelas atau menyusun ulang kalimat agar lebih baik. <p>6. Siswa mempresentasikan recount text yang telah direvisi menggunakan Wordtune.</p> <p>7. Siswa menyimak penjelasan guru.</p> <p>8. Siswa dapat membandingkan teks asli dengan teks yang telah direvisi oleh Wordtune, serta mendiskusikan perubahan dengan teman sebangku</p>
<p>Penutup (15 menit)</p>	
<p>9. Guru meminta siswa untuk menyimpulkan materi hari ini.</p> <p>10. Guru menutup pertemuan dengan berdoa dan mengucapkan salam.</p>	<p>9. Siswa secara acak memberikan kesimpulan.</p> <p>10. Siswa menjawab salam guru dan mengucapkan terima kasih.</p>

PENILAIAN

Asesmen dilakukan secara individu dan berkelompok.

PEDOMAN PENSKORAN

- Jawaban singkat Penskoran instrument dilakukan dengan memberikan skor 2 untuk setiap jawaban benar dan 0 untuk jawaban salah.
- Uraian singkat/uraian objektif Penskoran instrument dilakukan dengan memberikan skor 2 untuk setiap jawaban benar dan 0 untuk jawaban salah.
- Format penilaian berbicara/ speaking:

No	Aspek yang dinilai	skor
1	Grammar dan Vocabulary	
	• Menggunakan tata bahasa yang benar dan kosakata yang tepat	5
	• Menggunakan tata bahasa dan kosakata yang terkadang kurang tepat tetapi tidak mempengaruhi makna	4
	• Menggunakan tata bahasa dan kosakata yang kurang tepat dan mempengaruhi makna	3
	• Menggunakan tata bahasa dan kosakata yang sulit/tidak dapat dimengerti	2
• Sulit memproduksi kata-kata diam	1	
2	Ucapan dan Intonasi	
	• Ucapan dan intonasi sangat jelas mendekati penutur asli	5
	• Ucapan dan intonasi jelas meskipun terdapat aksan bahasa pertama	4
	• Ucapan dan intonasi kurang jelas dan mempengaruhi makna	3
	• Ucapan dan intonasi tidak jelas dan menghilangkan sejumlah makna	2
• Ucapan dan intonasi tidak mampu mengungkapkan makna	1	
3	Komunikasi interaktif	
	• Percaya diri dan lancar dalam mengambil giliran berbicara dan mampu mengoreksi diri jika membuat kesalahan	5
	• Percaya diri meskipun terkadang minta pengulangan dan menunjukkan keraguan	4
	• Lebih banyak merespon daripada berinisiatif	3
	• Sulit diajak bicara meskipun sudah dipancing	2
• Tidak mampu merespon inisiatif	1	
	Jumlah	

Penskoran

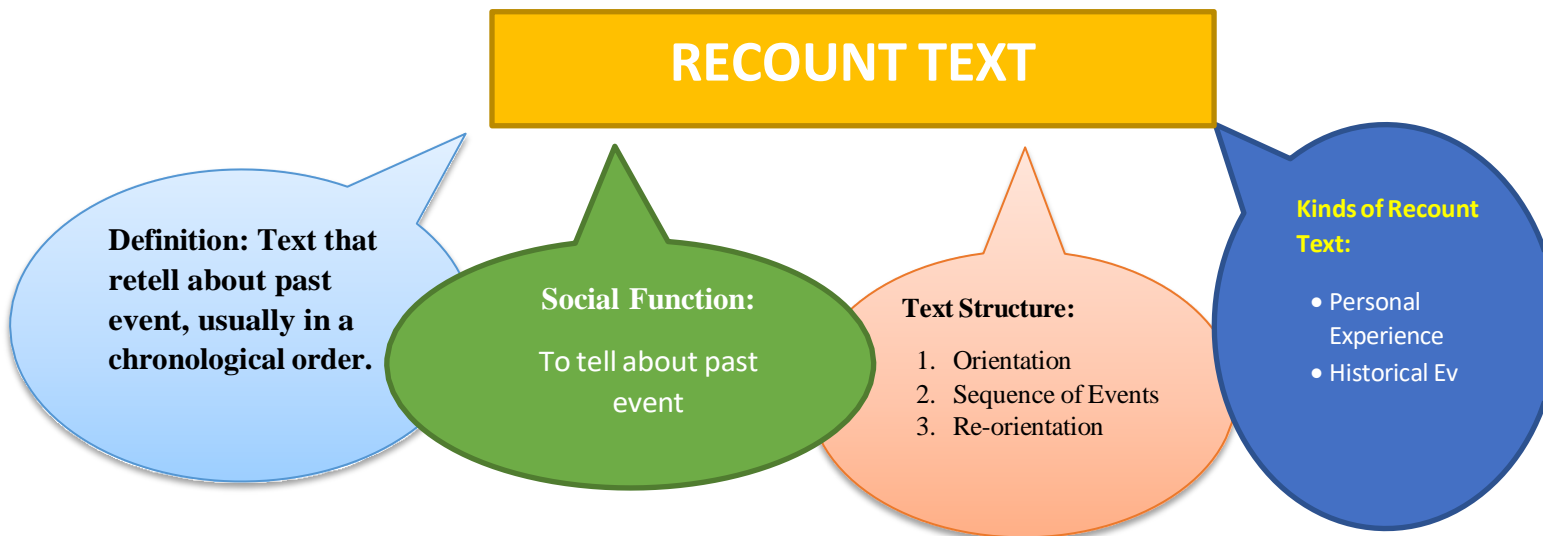
Nilai : JUMLAH NILAI
 $X 100\% = \text{JUMLAH TOTAL}$

contoh : 16
----- X 100% = 80
20

D. Format penilaian writing

No	Criteria to be assessed	Low performance 7	Good Performance 8	Very Good Performance 9	Score
1.	Text Organization	Doesn't use the correct text organization	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	
5.	Tidiness and deadline	Write awkwardly, Unreadable, submit late more than 3 days from the deadline	Write quite neatly, quite clear font, submit late three days from the deadline	Write neatly, clear font, submit the work in/on time	
				Total score	
	Final Score = Total score : 5				

MATERI



Contoh *Recount Text*

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard.

Orientation

First, I woke up very early in the morning because the marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it. We were excited to run the marathon. When the marathon started, I ran as fast as I could. After some kilometers, I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun.

Series of Event

After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

Reorientation

Appendix 2. Pre Test

Students are required to create a recount text without using Wordtune.

Name: Windy Tri Amansa

Last weekend, I was went to a concert with my sister. We enjoyed the music and danced all night. After the concert, we ^{went} goes to a cafe and ^{drunk} drink coffe. we were had a lot of fun and took a lot of photos. we finally arrived home very late.

Score:

C	=	2
G	=	3
O	=	2
V	=	2
M	=	3

12

Appendix 3. Post Test

Students are required to create a recount text using Wordtune as a digital writing assistant.

Name : Windy Tri Amanda

My first holiday at Mickey Holiday, Medan Berastagi.

Last year, I had the chance to visit Mickey Holiday Resort in Berastagi, near Medan. It was my first time there, and I was so excited because I had heard a lot about the place. My family and I decided to go during the school holiday, and we drove there early in the morning.

When we arrived, I was amazed by how beautiful the resort was. The atmosphere was cool and refreshing, very different from the hot weather in Medan. Mickey Holiday Resort is not just a lake, it also has an amusement park with lots of fun rides. As soon as we checked in, I couldn't wait to explore.

My favorite part of the trip was riding the roller coaster. At first, I was a little scared because it looked very high and fast, but my brother encouraged me to try. The moment the roller coaster started, I felt my heart race. It was both thrilling and terrifying, but in the end, I had a great time. We also tried other attractions like the Ferris wheel and bumper cars.

After spending a few hours at the amusement park, we decided to relax by the pool. The view from the pool was breathtaking, with mountains surrounding the resort. It was the perfect way to unwind after an exciting day.

In the evening, we enjoyed a delicious dinner at the resort restaurant, where they served traditional Indonesian food. I had a chance to try some local dishes I had never tasted before.

Overall, my first holiday at Mickey Holiday Resort was unforgettable. It was filled with excitement, fun, and new experiences. I can't wait to go back again someday!

Score: C = 5

G = 5

O = 5

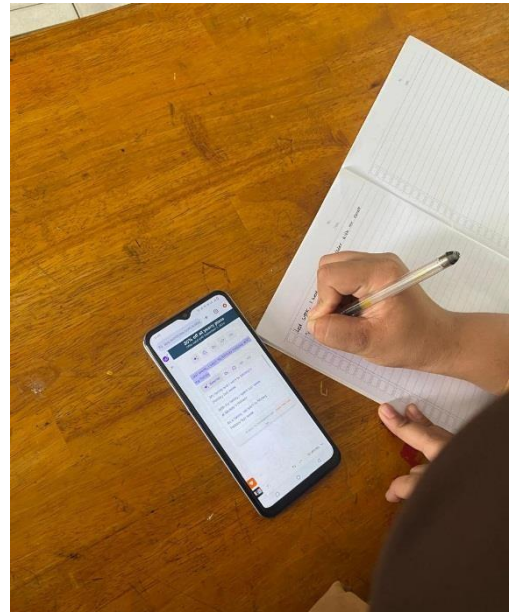
V = 5

M = 5

+

25

Appendix 4. Documentation



wordtune Download Extension Upgrade

Rewrite Casual Formal Shorten Expand

"I used to watch life from the sidelines ...I am done fearing failure ...No more illusions...I quit standing in line ...I begin to create my own path ...To find my vibe... To focus on here and now ...to stand up from the crowd ...I begin to rise and shine ...To make things happen ...I follow my rhythm from day til night...Whatever you begin, begin bold"

The life I used to watch from the sidelines is over... I no longer fear failure... I no longer believe in illusions... I quit standing in line... I start creating my own path... To find my vibe... To focus on the here and now...to stand out from the crowd...to rise up and shine...to make things happen...I follow my rhythm from day to night...No matter what you start, be bold".

2 daily Rewrites left. [Go unlimited](#)



Appendix 5.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dwi Andina
NPM : 2002050025
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.

Medan, 17 Januari 2024
Hormat Pemohon,

Dwi Andina

Appendix 6.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dwi Andina
 NPM : 2002050025
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK= 3.70

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Correlating EFL Learners' Critical Thinking Ability and Listening Comprehension Strategies	
<i>[Signature]</i> R.H.	Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill	<i>[Signature]</i>
	The Effect of Game Based Learning through Genially Application on Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 17 Januari 2024
 Hormat Pemohon,

[Signature]
 Dwi Andina

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 7.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dwi Andina
NPM : 2002050025
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Pirman Ginting, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 17 Januari 2024
Hormat Pemohon,

Dwi Andina

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 8.

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0234 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dwi Andina
N P M : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill.

Pembimbing :., Pirman Ginting, S.Pd., M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 23 Januari 2025

Medan 11 Rajab 1445 H
23 Januari 2024 M



Wassalam
Dekan

Dra. Hj. Svamsuurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIBMENGIKUTISEMINAR



Appendix 9.



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN ARTIKEL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Dwi Andina
 NPM : 2002050025
 Program Studi : Pendidikan Bahasa Inggris
 Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

Tanggal	Bimbingan Artikel	Tanda Tangan
15/01/2024	Reviewing literature	
17/01/2024	Formulating Research Title	
17/05/2024	Writing Background: Gap	
25/05/2024	Providing relevant theories	
21/06/2024	Providing appropriate research Method	
01/08/2024	Determining proper Data Analysis Technique	
	<i>ke</i>	

Medan, 10 Agustus 2024

Diketahui oleh:
 Ketua Prodi

Dr. Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 10.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Rabu Tanggal 24 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dwi Andina
 N.P.M : 2002050025
 Program Studi : Pendidikan Bahasa Inggris
 Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill.

No	Masukan dan Saran
Title	
Introduction	<i>State the gap clearly by providing what should be & how the reality is</i>
Research Methodology	<i>State the data analysis technique steps chronologically</i>
Result and Discussion	
Conclusion	<i>Provide the recommendation</i>
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 10.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dwi Andina
N.P.M : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

benar telah melakukan seminar Artikel proposal pada hari Rabu, tanggal 24, Bulan Juli, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 24 Juli 2024

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum

Appendix 11.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR ARTIKEL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dwi Andina
N.P.M : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Utilizing Wordtune as A Digital Writing Assistant to Enhance Students' Writing Skill

Pada hari Rabu, tanggal 24 bulan Juli, tahun 2024 sudah layak menjadi Jurnal.

Medan, 24 Juli 2024

Disetujui oleh:

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 12.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkjp.umsu.ac.id> fkjp@umsu.ac.id [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Unggul | Cerdas | Terpercaya
 Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 1092 /II.3/UMSU-02/F/2024
 Lamp : ---
 Hal : Mohon Izin Observasi

Medan, 13 Zulkhaida 1445 H
 21 Mei 2023 M

Kepada : Yth, Bapak/Ibu Kepala
 SMK BM PAB 3 Medan
 di
 Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari,

Sehubungan dengan Kurikulum SN-DIKTI Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan Mahasiswa dalam menyelesaikan tugas mata kuliah. Maka dengan ini kami mohon bantuan Bapak/Ibu untuk memberikan Izin Observasi di sekolah yang Bapak/Ibu pimpin kepada mahasiswa tersebut dibawah ini :

No	NPM	Nama Mahasiswa	Semester	Program Studi
1.	2002050025	Dwi Andina	VIII (Delapan)	Bhs Inggris

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Dekan,

 Dra. Hj. Syamsuyumita, M.Pd.
 NIDN : 0004066701

** Pentinggal **

Appendix 13.



PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK (BM) PAB 3 MEDAN ESTATE

Program Keahlian: - Adm. Perkantoran Akreditasi B
- Akuntansi Akreditasi B

NDS : 530710201-NSS : 344070106004-NPSN : 10214053-SIOP : 421.5/934/DIS PDM PPTSP/6/2019

Jl. Mesjid No. 1 Medan Estate Kec. Percut Sei Tuan Kab. Deli Serdang (061)7347662 KodePos 20371

SURAT KETERANGAN SELESAI RISET
NO : K-3/SK-346/PAB/VIII/2024

Yang bertanda tangan dibawah ini :

NAMA : RAHMI ILYAS, SH, MH
NIR : E.97.02.0300
Jabatan : Kepala Sekolah SMK (BM) PAB 3 MEDAN ESTATE

Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama : **Dwi Andina**
NIM : 2002050025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Universitas : Universitas Muhammadiyah Sumatera Utara

Telah selesai melakukan riset di SMK (BM) PAB 3 MEDAN pada tanggal 27 s d 29 Juni 2024 berjudul

"Utilizing Wordtune as a Digital Writing Assistant to Enhance Students' Writing Skill".

Demikian surat keterangan ini saya sampaikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama Bapak/Ibu kami mengucapkan terima kasih.

Medan, 29 Juni 2024

Kepala SMK (BM) PAB 3 MEDAN



Curriculum Vitae



Name : Dwi Andina
NPM : 2002050025
Gender : Female
Religion : Islam
Place/Date of Birth : Medan, 31st October 2002
Address : Jl. Sederhana, Pasar 7 Tembung.
Call Number : 083822531284
Email : dwiandina90@gmail.com
Father's Name : Mulyadi
Mother's Name : Nuriani

Education Backgrounds

Kindergarten School : TK Kanin Kid's (2007-2008)
Elementary School : SD Swasta Nurul Hasanah (2008-2014)
Junior High School : SMP Swasta Cerdas Murni (2014-2017)
Senior High School : SMA Negeri 6 Medan (2017-2020)
University : Universitas Muhammadiyah Sumatera Utara (2020-2024)

ARTIKEL DWI ANDINA.doc

ORIGINALITY REPORT

16% SIMILARITY INDEX	13% INTERNET SOURCES	8% PUBLICATIONS	3% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	attractivejournal.com Internet Source	5%
2	Fawaz Al Mahmud. "Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool", Journal of Language Teaching and Research, 2023 Publication	1%
3	mjltn.org Internet Source	1%
4	jurnal.unimed.ac.id Internet Source	1%
5	Hanoi National University of Education Publication	1%
6	jurnal.untan.ac.id Internet Source	1%
7	journal.iaimnumetrolampung.ac.id Internet Source	<1%
8	press.umsida.ac.id Internet Source	

<1%

9	www.researchgate.net Internet Source	<1%
10	Submitted to Universitas Islam Lamongan Student Paper	<1%
11	digilibadmin.unismuh.ac.id Internet Source	<1%