



Quill.org in the Post-Task Phase of TBLT: A Quasi-Experimental Study on EFL Learners' Mastery of Simple Sentences

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Abstract

Quill.org is an interactive online web for grammar exercises tool that is believed can helped the students master grammar well. Guided by the research question – to what extent does the integration of Quill.org into the post-task phase of TBLT enhance Indonesian EFL learners' simple sentence mastery in descriptive writing? – this study employed a quasi-experimental pretest–posttest control group design. Two classes underwent a three-session descriptive text writing unit using a quasi-experimental pretest–posttest control group design. While the control group received conventional training, the experimental group used Quill.org. Writing samples were used to assess sentence completeness, grammatical accuracy, and structural clarity. The findings showed that students in the experimental group produced grammatically correct short sentences at a statistically significant increase ($p < 0.01$), and that learners' opinions of Quill.org were favorable, describing it as helpful and boosting confidence. The results demonstrate the advantages of using specially designed digital resources into writing instruction to support student confidence, accuracy, and clarity in EFL contexts.

Keywords: *Descriptive writing; Quill.org; Simple sentence; Teaching Writing; Task-Based Language Teaching*

Introduction

Descriptive writing is a foundational genre in secondary EFL curricula, requiring learners to convey vivid, accurate impressions using precise language. Based on the newest Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP) decree (Datadikdasmen.com, n.d.), this type of writing aligns with key learning outcomes for Grade X students at the end of Phase E, who should be able to communicate their ideas and experiences in written or multimodal texts—both fiction and nonfiction—using different media of presentation (print and digital) to achieve specific goals with appropriate text structures and language features, as well as express and defend their opinions about everyday topics or current issues. This framework classifies descriptive writing as a nonfiction piece that deals with commonplace topics. According to (Hyland, 2022), descriptive writing is a crucial support for promoting linguistic precision and textual coherence in EFL contexts, as it requires learners to use accurate syntax, a broad vocabulary, and a clear structure. A key linguistic element of successful descriptive texts is the regular and precise use of simple sentences—complete structures with clear subjects, predicates, and descriptive modifiers in the present tense.

Simple sentences allow EFL learners to focus on accurate subject-verb agreement, appropriate noun-adjective collocations, and the strategic placement of sensory and spatial

details without the complexity of embedded clauses or tense shifts. A simple sentence is not affixed to any other clauses and is, therefore. Known as sentences that stand alone. As we know, simple sentences contain both a subject and a verb as (Subur et al., 2023) mentioned about simple sentence. Meanwhile (Rahmasari & Rahmawati, 2023) discuss about the simple present tense, the simple present tense is when you used a verb to tell about things that happen continually in the present By using the present tense, writers convey a sense of timelessness and direct observation, making descriptions feel immediate and real to the reader. “Public transport has a number of advantages over driving” and “I catch the train at 7.05 at the station near my home every morning.” are the examples of simple sentences in present tense (Hewings & Haines, 2015). Moreover, the straightforward syntax of simple sentences supports coherence in early-stage writing, enabling students to organize their ideas logically and build descriptive paragraphs around a central impression. While more advanced writers may integrate compound or complex structures for stylistic variety, mastery of simple sentences remains foundational for ensuring grammatical accuracy and effective communication in descriptive writing at the secondary EFL level.

EFL learners' native language often has different grammar rules and sentence structures, which may influence their English writing (Pranata et al., 2023). He also adds insufficient Grammar Instruction: In some cases, EFL learners may not receive adequate grammar instruction tailored to their language proficiency level. This can result in an incomplete understanding and misapplication of English grammar rules. However, many of them struggle with fundamental aspects of sentence construction, particularly in maintaining clear sentence boundaries, ensuring subject-verb agreement, and avoiding unnecessary overcomplication—challenges that often result in unclear or grammatically flawed descriptive writing. Additionally, errors in subject-verb agreement—especially with third-person singular subjects or uncountable nouns—are common, undermining grammatical accuracy. In an attempt to sound more sophisticated, some learners also overcomplicate their sentences by inserting redundant phrases, inappropriate connectors, or overly complex structures beyond their proficiency level, which paradoxically obscures meaning rather than enhancing it. These issues collectively hinder the effectiveness of their descriptions, making it difficult for readers to form the clear, vivid impressions that descriptive writing aims to evoke. Addressing these challenges through targeted instruction and scaffolding is therefore essential to developing learners' syntactic control and descriptive competence.

Conventional methods of teaching grammar, such isolated exercises or postponed teacher response, frequently fall inadequate in guiding students in understanding sentence patterns in real-world writing situations. This statement is in line with the result of (Taye & Mengesha, 2024) study. The study reveals that Ethiopian undergraduate students found big problem with their grammar in the writing process. Some problems that they faced are tense usage, subject-verb agreement, and sentence structure. This finding is clear evidence that traditional, isolated grammar drills fail to transfer to real writing tasks. The errors that are quite high (incorrect tense (9.33%) and unclear meaning (12%)) in actual essays underscores how traditional methods fail helping learners internalize sentence patterns needed for coherent academic writing. Therefore, (Taye & Mengesha, 2024) underlined the need for embedded grammar instruction in the writing process. The outcome of this study is in line with (Hussin & Aziz, 2022) statement. (Hussin & Aziz, 2022) state that grammar instruction should be student-centered and the process should be interactive. Grammar instruction should not be taught separately without the context. The reason behind this statement is because traditional approaches is proven to be ineffective at helping students in understanding and using sentence patterns in relevant, real-world writing contexts.

The use of technology in teaching process cannot be avoided anymore. It is widely used to enhance teaching and learning process, particularly in teaching grammar. Through a

combination of form-focused practice into meaningful activities and the offer of direct, interactive feedback, technology provides an alternative to the conventional approach to grammar instruction. (Aisyiyah et al., 2024) state that effective grammar teaching must embed rules within authentic tasks - such as writing essays, participating in VR dialogues, or analyzing real-world texts via corpora. Technology makes this integration seamless and scalable. With AI tools, learning analytics, and digital collaboration platforms enable continuous, responsive feedback loops, allowing learners to revise and improve in real time -unlike the delayed corrections typical of traditional methods.

There are many kinds of interactive, web-based grammar practice tool. One of them is Quill.org. Quill.org is a digital platform specifically designed to develop sentence construction skills through adaptive, game-like exercises that align with writing instruction. It offers immediate and adaptive feedback, scaffolded learning pathways, task-oriented and practice-based design, and accessible and easy use. Some studies prove that Quill.org suitable for supporting grammar instruction in writing process. One of them is (Mahendra, 2021) study. This study investigated the effectiveness of Quill.org application in improving writing skills, particularly in producing recount texts. It was conducted among tenth-grade students at SMAN 1 Dawarblandong. As the result of the study, students' mean writing score increased from 79.75 (pre-test) to 85.90 (post-test) after using Quill for grammar-focused writing practice, primarily on Simple Past Tense – a core grammatical feature of recount texts. A paired-samples t-test confirmed this improvement was statistically significant ($p < 0.001$). This result is a prove that Quill operationalizes grammar instruction within authentic writing contexts (Patel, 2019). Quill does not isolate grammar rules; instead, it embeds them in meaningful writing tasks (e.g., editing passages, combining ideas into complex sentences) – mirroring real-world writing demands. In addition, tools like Quill Connect and Quill Proofreader support revision and editing stages, helping students refine sentence structure and mechanics as part of composing, not as separate drills.

Excellent tools cannot be used alone to acquire an effective simple sentence mastery in writing descriptive text process without suitable teaching method. One method that can be used is Task-Based Language Teaching (TBLT). Students who use the TBLT method are better able to write descriptive texts (Inayanti & Halimi, 2019). Through the writing process, students can generate writing both independently and collectively using the Task Based Language Teaching method. Furthermore, the writing process provides students with the chance to prewrite, draft, revise, and edit their written designs in order to produce high-quality writing in terms of organization, vocabulary, grammar, mechanics, and content. In a typical TBLT framework, learners are introduced to the topic and may receive preparatory input during the pre-task phase. During the task phase, they use whatever language resources they have to perform the communicative activity. The post-task phase includes reflection, feedback, and focused attention on form, often through targeted practice or consciousness-raising activities.

The outcome of (Patel, 2019) study prove that Quill.org operationalize grammar instruction within authentic writing context and is a perfect tool to be used in TBLT's post-task phase. After learners finish drafting descriptive texts in task-phase, Quill.org may be used as a digital tool that provides customized, interactive grammar practice that focuses on the particular mistakes found in their writing in post-task phase. It gives immediate feedback that assist learners in identifying and fixing persistent problems, improve accuracy without interfering with the main task's phase. With all of the tools offered, the Quill program encouraged them in creating well-structured text (Mahendra, 2021).

However, while previous studies have demonstrated the effectiveness of Quill.org for improving writing skills in specific genres like recount texts by focusing on the Simple Past Tense, the field lacks research on the strategic integration of Quill.org and TBLT specifically to develop simple sentence mastery within the context of descriptive writing. Addressing the

fundamental challenge of maintaining clear sentence boundaries and grammatical accuracy is crucial for EFL writers. This study, therefore, observed the effect of Quill.org as a tool in Task-Based Language Teaching to enhance students' simple sentence mastery for creating descriptive writing. By investigating the integration of Quill.org into a Task-Based Language Teaching (TBLT) framework, this study fills that gap by helping Indonesian senior high school students in producing descriptive writing characterized by sentence completeness, grammatical accuracy, and structural clarity. To the best of authors' knowledge, this is the first study to use Quill.org along with TBLT specifically for Indonesian EFL learners to practice simple sentences in descriptive writing, offering a useful and flexible model for technology-enhanced grammar instruction that adapts to the needs of local classrooms. Therefore, the purpose of this study is to investigate the efficacy of this integrated approach. Based on this, the following research question is proposed: to what extent does the integration of Quill.org into the post-task phase of Task-Based Language Teaching (TBLT) enhance Indonesian EFL learners' simple sentence mastery in descriptive writing?

Methods

To measure the effectiveness of Quill.org along with TBLT to the students' mastery of simple sentence in writing descriptive text, (Gall et al., 2003) suggest to use quasi-experimental design. It is a suitable design because the authors could not randomize the students and used two already exist classes. Furthermore, although this design is not as strong as true experimental design in term of control, this design is still valid and can be used to summarize the effectiveness of a treatment as long as the intervention of internal validity can be anticipated well. In this research, the author used one class as the experimental group and another one as the control group. The experimental group was taught using Quill.org along with TBLT and the control group was taught using traditional method without using technology intervention at all.

A. Variables

Gall et al., (2003) describe the interrelation between independent variable (IV) and dependent variable (DV). Independent variable is defined as the treatment or intervention that the researchers manipulate. In this case of the research, the IV is the teaching method used namely Quill.org along with TBLT. This IV was applied to the experimental group. In the other hand, (Gall et al., 2003) describe dependent variable (DV) as the outcome or behavior expected to change as a result of the IV. In this research context is the students' mastery of simple sentence in writing descriptive text. (Gall et al., 2003) also stress that the DV must be operationally defined and measured reliably using pretest and posttest scores.

B. Procedures of the Research

Creswell & Creswell, (2018) state that conducting high-quality research requires some phases, namely: planning, design, ethics, implementation, analysis, and reporting. In planning phase, researchers identify the problem, select approach, review literature and choose theory. In the next phase, they define purpose, questions/hypotheses, sampling, and data collection plan. While in third phase, they obtain institutional review board (IRB) approval, informed consent, and confidentially. In implementation phase, the researchers collect data rigorously and maintain research integrity. In analysis phase, they apply appropriate quantitative/quantitative/ mixed methods analysis. Finally, in the last phase, researchers interpret findings, discuss implications, and acknowledge limitations.

Adapted those phases, the authors conduct several steps in doing the research. First, the authors selected the subject of the study. Then they created research instruments and testing them. Next, they did a pretest to both control and experimental group. After that, the authors

taught using Quill.org along with TBLT for experimental group, and using traditional method without technology intervention for control group. Then they conducted posttest for both group and comparing the experimental group's mean and the control group's mean to determine whether the results were different or not. This result defined whether the (H_0) was accepted or not.

C. Subject of Study

In this research, the subject of the study were the tenth-grade students of SMA Negeri 4 Blitar. The authors used two classes, X-A as the control group and X-G as the experimental group. There were 36 students in each classes. As a control group, X-A was taught using traditional method without technology intervention, while X-G was taught using Quill.org along with TBLT. The authors did lottery to choose which one was the control group and which one was the experimental group.

D. Data Instrument

There were three kinds of instrument in this research. One was in the form of soft data and two were in the form of hard data. The soft data was the lesson plan used to teach and the hard data were two writing tests, one for pre and another for post. The test was in the form of writing descriptive text with the chosen topic by the researchers. The text is 120 until 150-word length. Although the students were free to use various sentence types, only simple sentences were scored and evaluated by two ratters using four analytic criteria; sentence completeness (present of subject and predicate, absence of fragments or run-ons), grammatical accuracy (correct subject-verb agreement, present tense, articles, and word order), structural clarity (logical ordering and readability of sentences), and descriptive precisions (use of vivid adjective, concrete nouns, and specific sensory details). Each criteria scored on a 5-point-scale (1 = poor to 5 = excellent). Compound/complex sentences were excluded from scoring to maintain focus on the target structure

E. Collecting the Data

In collecting the data, there were three steps. The first step was conducting pre-test. The pre-test was done to know the prior students' writing ability in both groups before implementing the treatment. This step was quite important since it was used to compare the students' ability both in control and experimental group. The second step was treatment. In treatment step, experimental group was taught using Quill.org along with TBLT. There were three phases in TBLT; pre-task phase, task phase, and post-task phase. The Quill.org was used in the post-task phase. On the other hand, control group was taught using traditional method. The last step was post-test. Post-test was given to both group to compare the students' writing ability after receiving treatment. Comparing the result, the authors determined whether the usage of Quill.org along with TBLT had significant effect to students' mastery simple sentence in writing descriptive text.

F. The Instrument of the Research

The instrument of this research was in form of writing test. This writing test was used to evaluate the students' descriptive writing characterized by sentence completeness, grammatical accuracy, and structural clarity. In treatment, the experimental group was taught using Quill.org along with TBLT and the control group was taught using traditional method. To measure their material comprehension level, the students in both group were asked to write a descriptive text. The collection of the data was started in August and ended in October 2025. This activity was already permitted by the Headmaster of SMA Negeri 4 Kota Blitar.

G. Instruments' Validity

To achieve the validity of the instruments, construct and content validity were applied in this research. Construct validity was the suitable kind to be applied in the instruments since the instruments were in form of writing test. Writing is a complex and multifaceted skill that cannot be observed directly but must be inferred from the performance. It makes writing a theoretical construct rather than a simple and concrete behavior. The writing tests were in form of direct writing where the students were asked to write descriptive writing based on the topic given by the authors. In addition to fulfill the content validity, the instruments were evaluated by two college English lecturers with more than ten-year experience in teaching and assessing writing. They were asked to evaluate whether the learning objectives, instructions, and material were aligned with the instruments. The colleagues also validated content of the instruments. After examining the instruments, it could be inferred that all the elements were satisfyingly standard and proved the instruments were suitable.

H. Instruments' Reliability

The authors also measured the instrument reliability. To do that, the authors adapted a writing scoring rubric from (Oshima & Hogue, 2007). They did not directly adopt the scoring rubric since the focus of this study was the students' mastery of simple sentence in term of the sentence completeness, grammatical accuracy, and structural clarity, not the writing as a full essay. The rubric integrates the four core elements from (Oshima & Hogue, 2007) (sentence structure, grammar/mechanics, clarity of expression, and descriptive detail), but reframed them specifically for this research narrow scope. For the sentence structure, it was narrowed to completeness of simple sentences (not paragraph unity or essay organization). For grammar and mechanics element, it was focused on core grammatical features relevant to simple sentence construction in descriptive writing (present tense, subject-verb agreement, articles). In clarity and coherence element, it was reinterpreted as structural clarity within individual sentences, not discourse level coherence. For the last element, use of details, it was retained but limited to descriptive precision within simple sentences, aligning with curriculum expectations for descriptive writing in Phase E.

To test the instruments dependability, interrater reliability-that comparing two assessment results using the same scoring rubric from two English teachers- was used. If two results showed high degree of agreement, it means that the scoring rubric had a good reliability. Furthermore, the authors also used Cronbach's Alpha to measure the reliability of the instruments. If the Cronbach's Alpha value is high (>0.6), it means that the instruments could be used consistently. The test result showed that the Cronbach's Alpha was 0.801. It proved that the instruments considered consistent and reliable.

I. Ancova

This research used ANCOVA as the main technique to analyze the data since this is a quasi-experimental design with non-randomized pre-test post-test group. (Gall et al., 2003) support the use of ANCOVA, with pre-test as covariate to control for initial differences in grammar proficiency and provide a more accurate estimate of the treatment effect, in this case the use of Quill.org along with TBLT versus traditional method.

Some assumption tests were conducted first before analyzing the data using ANCOVA. The assumption tests were linearity, homogeneity of variances, and homogeneity of regression slopes. To do the test, SPSS 20 software was used. The ANCOVA was done after all of the pre assumption tests were fulfilled, if not, the author tried to do necessary data transformation.

Results and Discussions

There were three assumption tests done before the authors analyzed the data using ANCOVA. The first was linearity test, the second was regression slope homogeneity, and the third was variance homogeneity.

A. Testing of Linearity

To test whether there was a linear relation between DV and covariate, the authors did linearity test. (Pallant, 2016) states that if the line in the linearity test makes a curvy line relation, it means that a covariate is not fit. In the other hand, if it makes a linear relation, it means that the linearity assumption is happened. Figure 1 is the picture of the linearity test result.

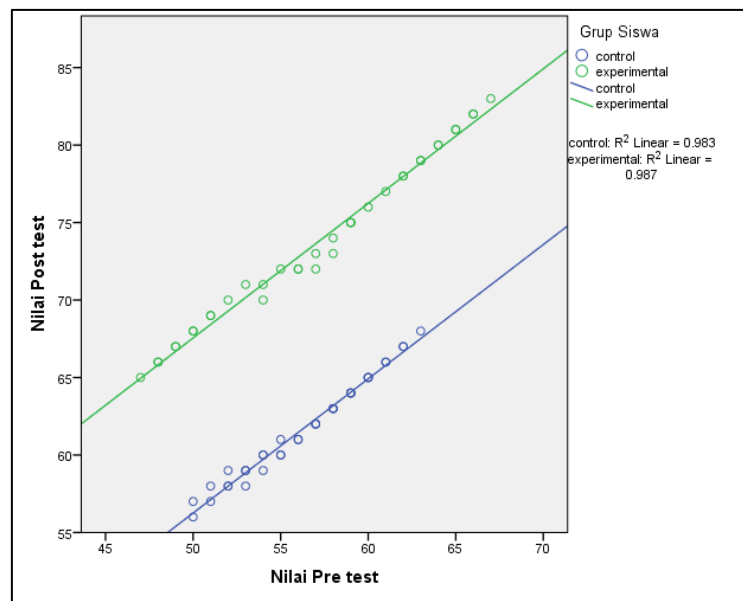


Figure 1. Scatter Plot

B. Testing the Regression Slopes Homogeneity

Pallant (2016) states that the homogeneity of regression slopes is a critical assumption in Analysis of Covariance (ANCOVA) since the function of this test is to figure out if there is a consistent (i.e., equal slope) relationship between the covariate (pretest, for example) and the dependent variable (post-test) at all levels of the independent variable (experimental vs. control group, for example). The assumption is met if the **Sig.** is > 0.05.

Table 1. Test of Between-Subject Effects

Tests of Between-Subjects Effects					
Dependent Variable: Nilai Post test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3947.356 ^a	3	1315.785	4802.537	.000
Intercept	149.036	1	149.036	543.972	.000
GROUP	13.560	1	13.560	49.492	.000
PRE_TEST	1047.300	1	1047.300	3822.581	.000
GROUP * PRE_TEST	.002	1	.002	.006	.938
Error	18.630	68	.274		
Total	334315.000	72			
Corrected Total	3965.986	71			

a. R Squared = .995 (Adjusted R Squared = .995)

As can be seen from the table above, the result of the test showed the **Sig.** was 0.938. It was > 0.05 , so the relation was not significant, the regression slopes was homogenous, and ANCOVA could be used as the main analysis for the data.

C. Testing Homogeneity of Variance

The last assumption that need to be met was homogeneity of variance test (Levene’s test). (Pallant, 2016) states in the context of ANCOVA (and other parametric tests like ANOVA), Levene's Test determines whether the variance of the dependent variable (such as post test scores) is about similar across all groups (such as the experimental vs. control group). The assumption is considered to be met if the **Sig.** > 0.05 .

Table 2. Levene’s Test of Equality

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Nilai Post test			
F	df1	df2	Sig.
3.454	1	70	.067

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + GROUP + PRE_TEST + GROUP * PRE_TEST

Based on Table 2, the **Sig.** was 0.067. It was higher than 0.05. This mean that the assumption was met.

D. Analysis Covariance

Meeting all pre assumptions, ANCOVA can be done. The result of the ANCOVA can be seen in Table 3.

Table 3. Tests of Between Subject Effects

Tests of Between-Subjects Effects						
Dependent Variable: Nilai Post test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3947.356 ^a	3	1315.785	4802.537	.000	.995
Intercept	149.036	1	149.036	543.972	.000	.889
GROUP	13.560	1	13.560	49.492	.000	.421
PRE_TEST	1047.300	1	1047.300	3822.581	.000	.983
GROUP * PRE_TEST	.002	1	.002	.006	.938	.000
Error	18.630	68	.274			
Total	334315.000	72				
Corrected Total	3965.986	71				

a. R Squared = .995 (Adjusted R Squared = .995)

Based on Table 3, the F score was 49.492 and the **Sig.** was 0.000. It means the difference in adjusted posttest means between groups (control and experimental group) was statistically significant. The partial eta squared result (0.421) showed that the effect size was large (Cohen, J in (Pallant, 2016)).

Moreover, the authors also compared the means of Pretest, Posttest control group, and Posttest experimental group. The result can be seen in Table 4.

Table 4. Estimated Marginal Means

Estimated Marginal Means				
Grup Siswa				
Dependent Variable: Nilai Post test				
Grup Siswa	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control	62.079 ^a	.088	61.904	62.255
experimental	73.392 ^a	.087	73.217	73.566

a. Covariates appearing in the model are evaluated at the following values: Nilai Pre test = 56.72.

Based on Table 4, it can be concluded that the estimated mean posttest score (73.392) for the experimental group was 12.1 points higher than the control group score (62.079) after adjusting for pretest ability.

E. Discussion

Two perspectives will be used to discuss the findings of the research based on ANCOVA result, statistically and practically. This quasi-experimental study evaluated how well Indonesian EFL students ($N = 72$) used Quill.org to enhance their understanding of simple sentences in descriptive writing during the post-task phase of Task-Based Language Teaching (TBLT). ANCOVA results, pretest scores adjusted for, revealed statistically significant change for the experimental group compared to the control group, $F(1, 68) = 49.492$, $p < 0.001$, $\eta^2 = 0.421$, with large effect size. The following ANCOVA assumptions were met: linearity, homogeneity of regression slopes (Sig. = 0.938), and homogeneity of error variances (Sig. = 0.067). The results, which demonstrate that integrating Quill.org's adaptive form-based practice into TBLT significantly improves sentence completeness, grammatical accuracy, and structures, validate the tool's reputation as a useful contextualized grammar study aid for EFL writing. This approach offers a flexible framework for teaching technology-enriched writing at the secondary level that aligns with Phase E (BSKAP) curriculum goals.

In addition, the current research demonstrates that Quill.org is an effective and viable way of enhancing Indonesian high school students' capacity in the use of basic sentences in descriptive writing when pedagogically implemented within the post-task of TBLT. With the help of the real-time adaptive feedback of the platform, students are able to independently pinpoint and rectify accurately typical errors, which saves teachers' time and enhances students' engagement.

Those findings above extend the results of research conducted by (Mahendra, 2021). While she demonstrated Quill.org effectiveness in improving recount writing through targeted grammar practice, the authors combined Quill.org with TBLT framework to support simple sentence mastery in descriptive writing. Furthermore, Mahendra's research focused on tense accuracy in narrative context, while the authors' research shows that Quill.org, when implemented in the post-task phase of TBLT, significantly enhances sentence completeness, grammatical accuracy, and structural clarity in descriptive writing ($p < 0.01$). This confirms that Quill.org's strength lies not in isolated drills, but in its ability to embed form-focused practice within authentic, genre-specific writing tasks – a principle both studies affirm. Thus,

this research not only validates Mahendra's findings in a new genre and pedagogical context but also advances them by integrating technology into a theoretically grounded instructional cycle.

Conclusions

This study shows that it is possible to help Indonesian EFL learners gain control over basic sentence structures for descriptive writing by including Quill.org into the post-task phase of task-based language teaching. Through its immediate, adaptive, and context-sensitive grammar practice, Quill.org enables learners to produce sentences that are clearer, more accurate, and more coherently organized—skills essential to meeting the expectations of Indonesia's Phase E curriculum. Apart from improving grammar, the tool also seems to make students more independent and confident, which agrees with current education principles that place emphasis on active, independent language learning. Together, these observations indicate that online tools like Quill.org would be best utilized as supporting materials that can improve task-based writing education and never replace teaching. Future studies could explore how accurately these learning objectives remain relevant in the long run and if the tool is usable with other genre types as well as writing stages.

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