

The Effectiveness of Inklewriter Website to Increase the Recount Text Writing Skill of the Tenth Graders of SMKN 1 Mojosongo

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Abstract

Writing is one of the productive skills of English language learning that requires the ability to develop and organize ideas in a logical sequence. However, many students still have problems with writing a recount text. Their writing is often incoherent and not in a logical sequence of events. This problem highlights the need for new learning media that can assist students' writing processes. This study examined the effectiveness of the Inklewriter website in increasing students' recount text writing skill. The Inklewriter website is an interactive digital media platform applied throughout the entire writing process. The Inklewriter website is used for planning ideas, structuring text, and editing. This study employed a quasi-experimental non-equivalent control group design with purposive sampling. According to the data analysis, the Independent Sample T-test yielded a significance value <0.001 , indicating a significant difference between the experimental and control groups. In addition, the increase in the experimental group's writing skill after using the Inklewriter Website was also determined to be significant, based on the effect size with a value of 1.519. The study demonstrates that utilizing the Inklewriter Website is effective in increasing students' recount text writing skills. This study shows that the Inklewriter Website, as a learning media, effectively increases students' recount text writing skill. The researcher also suggests that teachers and further study should examine the application of the Inklewriter Website to teach writing skill using other texts or in more specific contexts.

1. Introduction

In an increasingly connected world, everyone should have access to education. Education can improve a person's ability and capability to compete globally. English has become one of the global languages used as an international language. As an international language, English enables individuals worldwide to connect through active communication. In addition, Rao (2019) stated that English must be mastered and learned by every country so that it can be used to communicate globally.

Learning English has four aspects that must be mastered: listening, speaking, reading, and writing. Those components are divided into two types: receptive and productive (Javed et al., 2013). Speaking and writing are productive skills, while reading and listening are receptive skill. Mantra (2024) mentioned that writing is a crucial requirement for students to acquire. In writing learning activities, Nunan (2003) explained that this activity is included in the cognitive process of creating ideas, finding the most effective way to express and convey the concept through good writing, and being able to organise these ideas in a coherent paragraph or statement. Writing presents students with opportunities to develop critical and creative thinking skills.

Writing is one of the skills that must be mastered in learning English, along with speaking, listening, and reading. Writing skills are considered productive skills in English language learning. According to Purba (2018), writing refers to communicating ideas and opinions through writing, which is performed by the student. Nunan (2003) stated that writing is the

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process of thinking about an idea, writing it down, and organizing it into clear sentences and paragraphs. In order, Brown (2001) stated that writing means creating something written. It usually involves thinking, drafting, and editing. Writing is becoming the most complex skill to master in learning English. According to Sa'adah (2020), writing is one of the most challenging learning skills. This shows that writing requires special consideration of grammar, coherence, correlation, and word choice.

English learning in Indonesia started in elementary school and uses the Merdeka Curriculum. Nuralawiah et al. (2024) state that the Merdeka Curriculum emphasizes writing skill, particularly students' ability to produce brief and simple written and spoken texts in English language learning at school. In the Merdeka Curriculum, Phase E students are guided by learning outcomes that require them to apply various English language skills, including writing, in order to interpret and produce different texts for communicative purposes. In phase E of higher education, text-based teaching requires students to understand and create a text. Gerot and Wignel (1994) mentioned that there are 12 types of text used, one of which is recount text.

In education and everyday communication, recounting texts offer a structured way to convey past events. A recount text is a narrative that recounts events or experiences in chronological order with the aim of informing or entertaining an audience (Derewianka, 2011). The main purpose of a recount text is to reconstruct past events, which allows the reader to engage with the narrative through the provision of clear and structured information (Knapp & Watkins, 2005). In this section, previous research on the definition and features of recounting texts is discussed, with the aim of emphasizing how important these texts are for language teaching and communication. According to Anderson and Anderson (2014), Recount texts typically consist of an orientation, a series of events, and a reorientation, collectively guiding the reader through the story

In the context of the above education, students should be able to use their critical thinking and creativity to express something in writing. It highlights that writing involves more than just putting words on paper, but a complex process of organizing thoughts, ideas, and experiences into coherent text. Students often face challenges in writing, particularly in essays, due to boredom, difficulty in expressing and arranging ideas, and limited vocabulary.

The obstacles faced by students also occur at SMKN 1 Mojosongo, as indicated by the outcomes of observations and discussions held with the English teacher and class observations. Students are still less interested in learning English. In the interview, it was explained that a few students do not like writing activities. Students prefer to do a reading and listening form, and when they are told to build sentences, the results are still relatively low. This is clarified by the average student writing score, which shows a value of 63,22 with an average that should be 75. The score proves that students' writing skills are still below average due to the learning habits that take place.

In the reality of the writing process, students have challenges organizing their writing logically and coherently. They tend to write without proper organization, resulting in a lack of cohesiveness and consistency in their work. Students often struggle to express their ideas in written form. Students often struggle to determine the main idea and supporting ideas, resulting in poorly structured paragraphs that either present multiple main ideas or lack a clear central idea altogether. The limited availability of appropriate instructional media in the writing learning process has limited students' capacity to organize and express their ideas clearly. Students may have shown a lack of interest or engagement in writing activities, which could hinder their learning and performance.

From the above statement, the researcher can conclude that there is a lack of interest in the final results of students' writing skills. It can be said that teachers must use the right learning media to improve students' writing skills in teaching and learning. With new learning media, students will be inspired to use their creativity.

According to Devriendt (2023), Inklewriter is an online writing tool from Inkle Studios that allows users to write interactive, branching stories. It offers an intuitive interface whereby writers can compose "choose-your-own-adventure" style stories without any programming help. The interface of the Inklewriter lets the writers keep track of the numerous story paths so that the readers can choose which way the story shall take. In addition Baker (2021) mentioned that Inklewriter is a browser-based writing software developed by Inkle Studios. The program was designed specifically to ease the process of writing and producing interactive stories for individuals lacking programming skills. It has a visual and intuitive interface, allowing writers to focus on narrative and storyline choices without worrying about code.

In the learning process, the students were well accepted through the use of digital media such as the Inklewriter Website. Students were found to be more interested and actively engaged, and showed a clearer understanding of the structure of recount texts. Graham and Perin (2007) confirm that instruction in writing, when supplemented with a digital tool, improves students' organization of ideas and their creation of coherent texts. Similarly, MacArthur (2012) noted that outlining, facilitated by digital graphic organizers, helps writers organize their thoughts more effectively, leading to improved writing. Zheng and Warschauer (2017) also noted that digital environments such as collaborative writing software facilitate peer comments and iterative revising, which leads to critical thinking and writing fluency. This initial indication suggests that new learning media can enhance the writing process, particularly in helping students create an outline before writing a complete text.

Based on the previous explanations, the researcher will focus on writing skills in recount text. Therefore, the researcher conducted a study to answer the research formulation, they are as follows:
Is there any difference in the student's writing skill in recounting texts taught using the Inklewriter website and those taught using the Twine website?

2. How effective is the Inklewriter website in increasing students' writing skill?

2. Method

This study employed a quantitative method. This method utilizes data in quantitative, numerical, and computational forms. This study employed a quasi-experimental non-equivalent control group design with purposive sampling. It employs a quasi-experimental method because the goal of this method is to assess the effectiveness of a treatment. Additionally, the writer used a pretest and a post-test to collect data on the subject of research.

In this regard, the writer conducted this study to establish the important difference between control and experimental classes. In this treatment, the students used the Inklewriter website to increase their writing skill for the recount text. The following is the research design, which employs a quasi-experimental design with a non-equivalent control group, as outlined by Creswell & Creswell (2018). They are as follows:

Table 1. Research Design

Group A	O ₁ -----X-----O ₂
Group B	O ₃ -----O ₄

Where:

O₁: Pre-test of experimental group

O₂: Post-test of experimental group

X: Treatment of the experimental group, which was taught using the Inklewriter Website

O₃: Pre-test of control group

O₄: Post-test of control group

The research was conducted in SMKN 1 Mojosongo, involving tenth-grade students. Data were collected through writing tests, which were the main instruments. Inklewriter use as the independent variable, while the students' achievement in writing was the dependent variable. Independent sample t-test was employed to compare to see the difference between the two group and the effect size was calculated to determine the effectiveness of treatment impact.

3. Result and Discussion

The writer calculated normality and homogeneity tests to evaluate data distribution's normality and ascertain whether the data is homogeneous.

Normality

Before conducting hypothesis testing, the writer first performed a normality test on the pretest and post-test scores of both groups. In this study, the normality test was conducted using the Shapiro-Wilk test because the sample size for each group was less than 50.

Table 2. Normality score of Pre-test

Group	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental Group	.941	34	.065
Control Group	.939	34	.058

Table 3. Normality score of Post-test

Group	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental Group	.951	34	.129
Control Group	.960	34	.250

The normality test results listed in the table above indicate that the Sig. Value for the pretest data of the experimental group is 0.65, and for the control group, it is 0.58. However, the experimental group's post-test score is 0.192, and the control group's is 0.250. All Sig. Values

are greater than 0.05, which means the data for each group is normally distributed. Therefore, it can be concluded that the data is normally distributed.

Homogeneity

After conducting a normality test and confirming the normal distribution of the data, it is necessary to conduct a variance homogeneity test in the second instance. Through this test, the aim is to confirm whether variances between data for an experimental group and a control group are homogeneous or identical.

Table 4. Test of Homogeneity of Variances of Pre-Test

Levene Statistic	df1	df2	Sig.
.000	1	66	.986

Table 5. Test of Homogeneity of Variances of Post-Test

Levene Statistic	df1	df2	Sig.
3443	1	66	.068

The results of the homogeneity of variance test conducted using Levene's test reveal that the significance value (Sig.) is larger than 0.05, which is 0.986 for pre-test and 0.068 for post-test. This proves that the data between the experimental and control groups are homogeneous.

To test the hypothesis, the writer applied an independent sample t-test to determine whether there was a significant difference between the control and experimental groups. In addition to evaluating the effectiveness of the Inklewriter website in recount text writing skill, the writer used the effect size.

1. The Difference Between Students' Recount Text Writing Skill Taught Using the Inklewriter Website and Those Taught Using the Twine Website

From the results obtained through data analysis with the independent sample t-test, it was found that there was a significant difference in the recount text writing skill of students in the experimental group and the control group. The sig. (2-tailed) The value obtained was <0.001, which is less than the significance level of 0.05. This means that the null hypothesis (H_0) should be rejected, indicating that incorporating the Inklewriter Website in the learning process truly affects students' writing skill.

Table 6. The Result of Independent Sample T-test

There is a difference in the student's writing skill in recount text who are taught using the Inklewriter website and those who are taught using the Twine website	Independent Sample T-test			Ho	Ha
	T	df	Sig.	Rejected	Accepted
	6264	66	<0.001		

The main reason for the gap between the two groups is the quality and usability of the media used in the learning process. The quality and type of learning media have a significant impact on the learning achievement of students as crucial means that support greater understanding and improved skill mastery (Lubis et.al, 2023). For instance, digital media serves as an important learning resource, enabling learners to organize and express their thoughts, hence increasing their writing motivation (Suganda, 2022). Additionally, inadequate and low-quality learning materials can negatively impact academic writing performance, leading to poorly developed writing skills and lower academic outcomes (Mayers et al., 2023). The media used by the experimental group, the Inklewriter Website, contained a more well-structured and user-friendly interface than the Twine Website used by the control group. To begin with, Inklewriter Website enables students to structure their writing visually and interactively. This aspect plays a significant role when writing because it allows students to plan ideas and storylines logically before writing a complete text. Through this capability, students can organize ideas more efficiently, prevent disorientation when writing, and make each section of the text understandable. On the contrary, the control group utilized a more rudimentary website that lacked enabling features. The website provided facilities for outlining in the form of static and non-interactive flowcharts. Its simplicity involved students being able to outline their writing linearly without too much space for further exploration or development of ideas. This renders the writing planning less than ideal since students are denied proper visual and interactive facilitation.

2. The Effectiveness of the Inklewriter Website to Increase Recount Text Writing Skill

The data indicates that the Inklewriter Website is effective in increasing students' recount text writing skills. This can be verified with the effect size, which results in 1.519 in the high range category. More than all the number crunching, this demonstrates the effectiveness of this media in guiding students from understanding to passage through the writing process.

Table 7. The Result of Effect Size

The use of the Inklewriter website is effective in increasing students' writing skill.	Group	Effect size			Cohen's d	Ho	Ha
		Mean Post-test	SD	Sample Size			
	Experimental	77.06	4.199	34		Rejected	Accepted
	Control	70.03	5.018	34	1.519		

The Inklewriter Website supplies not just the instrument for outlining, but it also exposes the students to a planning process that is as interactive and as easy to understand as among students. The branching structure of the Inklewriter website allows students to organize the sequence of events logically, providing a comprehensive overview of the text before they begin writing the actual composition. This strengthens their foundation in recount text structure aspects such as orientation, sequence of events, and reorientation.

Using the Inklewriter Website gives students confidence because it is a preparatory tool before they begin writing. A more guided process reduces the confusion or blockages that occur

when students are asked to write spontaneously. Therefore, learning with the Inklewriter Website accomplishes final results and enhances the process of learning how to write itself. Based on these findings, it can be inferred that the Inklewriter Website is an effective tool in writing instruction, especially among EFL learners whose writing process might seriously need help regarding flow and structure. Twine's effectiveness is more than just technical. It has been found to impact students' affective and cognitive aspects during the learning process.

4. Conclusion

Based on the results Based on the data analysis in the previous chapter, the conclusions in this study can be drawn, and they are discussed as follows:

1. There is a significant difference in recount text writing skills between students taught using the Inklewriter Website and those taught using the Twine Website in tenth grade at SMKN 1 Mojosongo. Independent T-test analysis showed a significant score of <0.001 , which is less than 0.05, indicating a statistically significant difference between the two groups, where the alternative hypothesis (H_a) is accepted; hence, it can be stated that both learning media yield different results.
2. Implementing the Inklewriter Website has been observed to considerably increase the writing skill of tenth-grade students at SMKN 1 Mojosongo. The effect size obtained from the analysis results indicated that 1,519 was more significant than 0.05. Hence, it can be concluded that the Inklewriter Website has a significant influence on the increase in students' writing skill in recount texts, thereby asserting the effectiveness of the Inklewriter Website in this research.

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