Using Slick Write to Improve Writing Skills in EFL Classrooms

Tengku Silvana Sinar[*1] , Krisna Weny[2] , Mutiara Zein[3] Yulianus Harefa[4]

[1,2,3,4]*Universitas Sumatera Utara, Medan, 20155, Indonesia*

[*]Corresponding Author: tengkusilvana@usu.ac.id

ABSTRACT

Slick Write has emerged as a potential solution for improving writing teaching via real-time feedback and automated evaluation. Although current studies have investigated Slick Write's efficacy in facilitating writing tasks, there is a paucity of research on its incorporation within a systematic, pedagogically robust writing instruction framework. This study seeks to assess the efficacy of integrating Slick Write into a holistic writing teaching framework and its influence on enhancing students' academic writing abilities. This study utilized a descriptive research methodology and involved 20 junior high school students from grades 7 to 9 at a private institution in Medan, Indonesia. Writing assessments were conducted before and during the adoption of the Slick Write-integrated approach. The written outputs of students were evaluated utilizing the diagnostic elements of Slick Write, which included an analysis of pronouns, adverbs, function words, sentence and paragraph lengths, passive voice metrics, and prepositional phrase indices. The data were evaluated descriptively to identify patterns of improvement and trends in student performance. The results indicate that Slick Write substantially aids students in the writing process by facilitating the generation, organization, and refinement of their ideas with more independence. The students demonstrated enhanced understanding of linguistic mechanics and word choice. This study introduces a unique Slick Write-integrated educational framework that enhances autonomous learning while complementing instructor feedback. These findings drive home the importance of integrating technological tools such as Slick Write into writing pedagogy to improve writing outcomes and foster learner-centered instruction in higher education.

Keyword: Technology In Teaching, Teaching Writing, Slick Write, Writing Ability

ABSTRAK

Slick Write telah muncul sebagai solusi potensial untuk meningkatkan pengajaran menulis melalui umpan balik waktu nyata dan evaluasi otomatis. Meskipun penelitian terkini telah menyelidiki kemanjuran Slick Write dalam memfasilitasi tugas-tugas menulis, terdapat kelangkaan penelitian tentang penggabungannya dalam kerangka instruksi menulis yang sistematis dan kuat secara pedagogis. Penelitian ini berupaya untuk menilai kemanjuran mengintegrasikan Slick Write ke dalam kerangka pengajaran menulis holistik dan pengaruhnya terhadap peningkatan kemampuan menulis akademis siswa. Penelitian ini menggunakan metodologi penelitian deskriptif dan melibatkan 20 siswa sekolah menengah pertama dari kelas 7 hingga 9 di sebuah lembaga swasta di Medan, Indonesia. Penilaian menulis dilakukan sebelum dan selama penerapan pendekatan terintegrasi Slick Write. Hasil tertulis siswa dievaluasi menggunakan elemen diagnostik Slick Write, yang mencakup analisis kata ganti, kata keterangan, kata fungsi, panjang kalimat dan paragraf, metrik kalimat pasif, dan indeks frasa preposisional. Data dievaluasi secara deskriptif untuk mengidentifikasi pola peningkatan dan tren dalam kinerja siswa. Hasilnya menunjukkan bahwa Slick Write secara substansial membantu siswa dalam proses menulis dengan memfasilitasi pembuatan, pengorganisasian, dan penyempurnaan ide-ide mereka dengan lebih mandiri. Siswa menunjukkan pemahaman yang lebih baik tentang mekanika linguistik dan pilihan kata. Studi ini memperkenalkan kerangka

pendidikan terintegrasi Slick Write yang unik yang meningkatkan pembelajaran otonom sekaligus melengkapi umpan balik instruktur. Temuan-temuan ini menegaskan pentingnya mengintegrasikan alat-alat teknologi seperti Slick Write ke dalam pedagogi menulis untuk meningkatkan hasil menulis dan mendorong pengajaran yang berpusat pada peserta didik dalam pendidikan tinggi.

Keyword: *Teknologi Dalam Pengajaran, Pengajaran Menulis, Tulisan Rapi, Kemampuan Menulis*

1. Introduction

The implementation of technology into education has significantly transformed traditional teaching and learning methods, especially in the instruction of writing for English as a Foreign Language (EFL) learners in the digital era. The integration of digital tools and platforms has not only modernized the way lessons are delivered but also reshaped the role of teachers and students within the learning environment. Although writing is an essential skill in acquiring a new language, it remains one of the most complex and challenging areas for learners to master. EFL learners often encounter persistent difficulties in grammar accuracy, sentence structure, coherence, organization, and the appropriate use of vocabulary (Hyland, 2013). These linguistic and structural challenges can severely hinder students' ability to express their ideas effectively, coherently, and persuasively through written communication (Ching, 2018).

Moreover, in today's rapidly evolving educational landscape, mastering traditional academic content is no longer sufficient. Students are also expected to acquire a range of 21st-century skills, including technological literacy, critical and creative thinking, social communication, collaboration, and problem-solving competencies (Zein et al., 2025). As such, the integration of technology into writing instruction should go beyond the mere use of digital tools; it should foster an interactive and student-centered learning environment. Educators need to implement pedagogical approaches that promote student engagement, facilitate peer collaboration, and encourage active participation in meaningful writing projects. These approaches are crucial for nurturing students' imagination, enhancing their cognitive abilities, and developing their problem-solving capacities (Cañabate et al., 2021; Geletu, 2022; Tadesse et al., 2024).

In response to these educational needs, a growing body of research has explored the incorporation of various technological interventions in the teaching of writing. These studies have examined the use of web-based learning platforms and virtual classrooms to support writing development and cultivate essential skills needed for the 21st-century workforce (Cavalcanti et al., 2018; Oner & Adadan, 2011; Sinar et al., 2023; Wu et al., 2019). Furthermore, educational software tailored to writing instruction has proven beneficial in scaffolding students' learning processes and providing immediate feedback (Boone & Higgins, 2012; Martínez-Lacañina et al., 2012; Naccache et al., 2023). The evolution of Web 2.0 and Web 3.0 technologies has introduced new opportunities for interactive, multimodal, and learner-driven experiences, significantly altering how students engage with writing tasks (Cuff, 2014; Mejia & Sargent, 2023). Internet-based resources, including blogs, wikis, forums, and online writing communities, have also emerged as valuable tools for fostering a collaborative and authentic writing environment (Kanika et al., 2020; O'Connor, 2018). These technological advancements underscore the need for innovative instructional strategies that not only address the traditional difficulties faced by EFL learners but also equip them with the digital competencies required for academic and professional success in a globalized world.

A number of studies have explored the benefits of web-based platforms in the teaching profession in the 21st century, particularly those designed to assist with writing development and grammatical accuracy. Among these, grammar checker platforms such as Grammarly and Virtual Writing Tutor have received significant scholarly attention for their effectiveness in supporting EFL learners by offering automated feedback, enhancing grammatical accuracy, and promoting learner autonomy (Al Badi et al., 2020; Koltovskaia, 2023; Nasution et al., 2023; Zinkevich & Ledeneva, 2021). While these platforms have proven beneficial in educational contexts, current literature tends to focus heavily on a few mainstream tools, thereby leaving a noticeable gap in understanding the pedagogical potential of alternative grammar checkers such as Slick Write.

Slick Write stands out as a creative and promising web-based solution aimed at enhancing students' writing proficiency through detailed linguistic analysis. Unlike more commonly used grammar tools, Slick Write offers a comprehensive range of writing diagnostics, including evaluations of pronoun usage, adverb

frequency, function words, sentence and paragraph lengths, passive voice indexes, and prepositional phrase density (Calderón & da Cunha, 2023). These metrics provide learners with a nuanced understanding of their writing patterns and help them refine their style, coherence, and structure beyond basic grammatical correctness. Despite its pedagogical potential, Slick Write remains underexplored in the context of formal educational settings, particularly when integrated with structured instructional methods.

There are two innovative and student-centered learning models that have demonstrated significant potential in enhancing the quality of writing produced by students: the case study approach and project-based learning (PBL). Both models are rooted in active learning principles and aim to develop not only students' writing skills but also their critical thinking, collaboration, and problem-solving abilities key competencies in 21st-century education. The case study approach emphasizes analytical thinking and the resolution of real-world problems. This model presents students with complex scenarios, often grounded in authentic or simulated professional contexts, and encourages them to examine the issues presented, engage in group discussions, and propose reasoned solutions. Through these activities, students are required to analyze information, synthesize ideas, and articulate arguments skills that are essential for producing high-quality academic and professional writing. In addition, case studies promote deeper levels of cognitive learning by structuring content as a narrative accompanied by targeted questions and tasks that challenge students to think beyond surface-level understanding. This format fosters not only comprehension but also the development of evaluative and reflective thinking skills. As students explore different perspectives and justify their responses, they naturally refine their writing to be more structured, coherent, and persuasive(Bonney, 2015). Project-based learning, on the other hand, provides students with hands-on learning opportunities that are both meaningful and goal-oriented. In a PBL environment, learners are tasked with investigating a particular issue or problem, gathering and analyzing relevant information, and producing a tangible final product—such as a written report, portfolio, presentation, or multimedia output (Uziak, 2016; Zein et al., 2025) method encourages students to take ownership of their learning process, fostering autonomy and intrinsic motivation. As they work through the stages of the project, students develop a range of academic and practical skills, including research, organization, time management, and communication.

Although a number of studies have explored the benefits of grammar checkers and automated writing feedback tools in educational settings, particularly in the context of English as a Foreign Language (EFL) instruction, research on the implementation and pedagogical value of Slick Write in EFL writing classrooms remains relatively limited. The majority of existing literature has centered on widely recognized platforms such as Grammarly, Virtual Writing Tutor, and ProWritingAid, which offer advanced grammar and vocabulary correction features along with stylistic suggestions. These tools have been praised for their ability to provide instant feedback, improve linguistic accuracy, and promote learner autonomy. However, this emphasis has inadvertently created a gap in understanding the broader landscape of available tools, particularly less mainstream but equally promising platforms like Slick Write. Slick Write distinguishes itself by offering a user-friendly, open-access interface that analyzes a wide array of writing features, including sentence structure, passive voice usage, prepositional phrase density, and adverb frequency. These detailed diagnostics go beyond basic grammar correction and can help learners gain deeper insights into their individual writing patterns and areas of weakness. Despite this potential, it remains underutilized and under-researched in formal educational contexts, especially within EFL writing pedagogy. This underrepresentation suggests an opportunity for further exploration into how such tools can be effectively integrated into writing instruction to support both linguistic and cognitive development. Recent findings by (Calderón & da Cunha, 2023) underscore the importance of using open-access self-correction tools strategically to foster learner autonomy and long-term writing development. Their research highlights that when students are guided in how to interpret and apply feedback generated by such tools, they become more capable of identifying and correcting their own errors independently, which is a critical skill in the language acquisition process. Moreover, the accessibility of tools like Slick Write makes them particularly suitable for diverse learning environments, including under-resourced classrooms where premium software subscriptions may not be feasible. Incorporating Slick Write into writing instruction could also encourage a more reflective and iterative approach to learning. When learners use the tool regularly, they are exposed to recurring patterns in their writing, which can prompt deeper metacognitive engagement and promote sustained improvement over time. Instructors, in turn, can leverage the feedback provided by Slick Write to tailor instruction to individual student needs, monitor progress, and design targeted interventions. Given its accessibility, comprehensive feedback features, and alignment with modern pedagogical goals such as fostering independence and critical thinking, Slick Write holds considerable promise

for integration into EFL classrooms. However, more empirical research is needed to examine its effectiveness across different educational contexts, proficiency levels, and instructional frameworks.

Furthermore, writing instruction in EFL classrooms often faces a range of structural and logistical challenges that can hinder effective learning outcomes. Among the most pressing of these issues are limited instructional time, which constrains the depth of instruction and practice opportunities, and large class sizes, which reduce the feasibility of providing individualized and timely feedback to every student. These constraints frequently result in a generalized approach to teaching writing, where students receive minimal personalized guidance on their specific strengths and areas for improvement. This situation can be particularly detrimental in writing instruction, where detailed, formative feedback is essential for helping learners refine their skills and internalize correct language use. In response to these challenges, digital writing tools have emerged as valuable supplementary resources that can significantly enhance the teaching and learning experience. Tools such as grammar checkers, automated writing evaluators, and text analysis platforms provide learners with immediate, personalized feedback on various aspects of their writing, including grammar, sentence structure, vocabulary usage, coherence, and writing style. These tools can operate outside of classroom hours, offering students continuous opportunities to engage in self-directed learning and receive targeted support without overburdening instructors. In doing so, digital tools extend the learning environment beyond the physical classroom and make writing instruction more flexible, accessible, and responsive to individual needs. Moreover, by incorporating digital writing tools into the learning process, technology serves not only as a facilitator of academic development but also as a catalyst for learner empowerment. When students are encouraged to use such tools autonomously, they develop greater ownership over their learning, improve their self-assessment skills, and become more engaged in the revision and editing process. This shift from teacher-dependent learning to learner-driven progress aligns with contemporary pedagogical goals, which emphasize student agency, independent learning, and lifelong learning skills (Garg, 2024).

Given its accessible interface, user-friendly design, and comprehensive diagnostic capabilities, Slick Write holds considerable promise for fostering greater learner autonomy and improving overall writing quality in English as a Foreign Language (EFL) settings (Tuong & Tran, 2025). Unlike many commercial grammar checkers that require subscriptions or institutional access, Slick Write is freely available online, making it particularly suitable for use in resource-limited educational contexts. Its ability to analyze a wide range of linguistic features including grammar, sentence structure, passive voice, adverb usage, and stylistic coherence offers learners detailed, individualized feedback that can support the development of more accurate and polished writing. As such, Slick Write represents not only a technological tool but also a pedagogical intervention that has the potential to reshape the way writing is taught and learned in EFL classrooms. This study aims to investigate the effectiveness of Slick Write as a supplementary tool in EFL writing instruction, with a particular focus on how its integration influences students' writing performance, linguistic awareness, and ability to self-edit (Demirel, 2024). By providing learners with immediate, automated feedback, the tool may compensate for the limitations of classroom instruction, especially in situations where teachers are unable to provide in-depth, personalized feedback due to large class sizes, restricted instructional time, or curricular demands. In this way, Slick Write can serve as an additional layer of instructional support that empowers learners to take more responsibility for their own writing development and engage in a more reflective and iterative learning process. The research design of this study involves analyzing students' pre- and post-writing tasks, allowing for a comparative assessment of their writing skills before and after the use of Slick Write. This comparison aims to identify measurable improvements in key areas such as grammatical accuracy, sentence complexity, lexical variety, and overall coherence. Furthermore, the study will explore students' perceptions of the tool, including how they interpret its feedback, how frequently they use it, and whether it influences their attitudes toward writing and revision. In doing so, the study also considers the affective and motivational dimensions of writing development, recognizing that student engagement and confidence are essential for sustained improvement. Ultimately, this research seeks to determine whether Slick Write can be an effective and scalable aid in enhancing EFL learners' writing skills, especially in educational environments where traditional methods of instruction may fall short. By shedding light on its practical applications and potential benefits, the study contributes to the growing body of literature on educational technology in language learning, while also offering pedagogical insights for instructors seeking to integrate digital tools into their teaching practices (Chen, 2022). If found to be effective, Slick Write could be adopted more widely as a cost-effective, accessible, and learner-centered solution to support writing instruction and promote greater independence among EFL learners.

One category of such technological support tools is automated writing evaluation (AWE) systems. These systems offer immediate, diagnostic feedback on learners' writing, helping them revise and improve their work more independently (Ranalli & Hegelheimer, 2022). Tools such as Grammarly, ProWritingAid, and Virtual Writing Tutor have been widely explored for their potential to enhance accuracy and language awareness. For instance, the Virtual Writing Tutor (VWT) has been shown to support learners in identifying grammar, vocabulary, and cohesion-related issues in writing, which can lead to significant improvements in written performance (Nasution et al., 2023).

Moreover, researchers argue that Automated Writing Evaluation (henceforth AWE) tools can foster a more student-centered learning environment by encouraging learners to revise their work multiple times and monitor their progress over time. This aligns with contemporary approaches to writing pedagogy that emphasize formative feedback and learner autonomy. Despite growing interest in AWE tools, research on lesser-known platforms such as Slick Write remains limited. Therefore, this study aims to investigate the effectiveness of Slick Write as a supplementary tool in EFL writing instruction, with a focus on how its use influences the frequency of students' grammar accuracy, cohesion, overall writing quality, and ability to self-edit. It also examines students' perceptions of the tool and its role in promoting learner autonomy and engagement in the writing process.

2. Method

This study employed a descriptive quantitative design to examine the impact of using Slick Write, a web-based automated writing evaluation (AWE) tool, on the writing performance of EFL students, particularly in composing recount texts. The research aimed to evaluate students' improvement in grammatical accuracy, vocabulary use, sentence structure, and coherence after revising their work using Slick Write's feedback.

The research was conducted at a private junior high school in Medan, Indonesia. The participants consisted of 20 students from grades 7 to 9, selected through purposive sampling (Hossan et al., 2023). All participants had comparable basic writing proficiency and access to digital devices with internet connectivity, which enabled them to use Slick Write effectively during the intervention.
The instrumentation of this study included two main tools:
1.   Writing tests (pre-test and post-test recount essays), and
2.   The Slick Write diagnostic tool for feedback and scoring support.

In the pre-test phase, students were asked to write a recount essay (150–200 words) about a personal experience (e.g., school trip, holiday, or memorable event). These essays were evaluated based on four criteria: grammar accuracy, sentence structure, past tense usage, and chronological coherence, using a scoring rubric with a maximum score of 20.

During the next three weeks, students were introduced to Slick Write and taught how to use the tool to check and revise their writing. Each week, students submitted a draft and received diagnostic feedback from Slick Write, allowing them to self-edit their texts. In the post-test phase, students wrote a new recount essay and revised it using Slick Write before final submission.

The data analysis was conducted using descriptive statistics. Each essay was scored based on the rubric, and mean scores from the pre-test and post-test were calculated to determine the degree of improvement. In addition, Slick Write reports were used to document the frequency and types of grammatical errors, such as verb tense misuse, article errors, sentence fragments, and cohesion markers. The comparison between pre- and post-test scores and error frequencies was used to assess the effectiveness of Slick Write in enhancing students' writing performance.

The study's design incorporated key elements of (Dalsgaard & Ryberg, 2023) e-learning model, particularly focusing on how the technology moved beyond simple substitution to potentially transformative learning experiences. This approach allowed researchers to examine not just writing outcomes but also the development of digital literacy skills essential for 21st-century learning.

3. Result and Discussion

The analysis of students' pre-test and post-test writing samples revealed noticeable improvements in various aspects of their recount texts after the integration of Slick Write into the writing process. The findings suggest that the tool supported learners in producing more accurate, coherent, and well-structured texts, which is particularly significant in the context of junior high school EFL learners who often face challenges in mastering grammar and organization.

Table 1. Students' Score Recapitulation (Recount Text Essay)

No.	Evaluation Score Prior to Revision 1st Essay	Score Following Revision 1st Essay	Evaluation Score Prior to Revision 2nd Essay	Score Following Revision 2nd Essay
1	40.25	48.5	38.5	51.25
2	36.75	44.25	35.25	49.25
3	45.5	52.75	41.25	56.25
4	38.25	46.25	39.5	48.25
5	49.25	58.5	42.75	60.25
6	43.5	54.75	40	51.5
7	41.25	50.25	35.75	44
8	39.75	47.5	34.5	43.5
9	42.5	53.25	38.75	50.25

In the pre-test phase, students commonly struggled with various grammar-related issues, particularly verb tense consistency, subject-verb agreement, and article usage. These problems are especially prevalent in recount texts, which demand accurate use of past tense forms and temporal markers to convey a clear and logical sequence of events. Many students frequently shifted between past and present tenses within the same narrative, leading to confusion and a lack of coherence. Subject-verb disagreement and misuse of definite and indefinite articles further disrupted the grammatical accuracy of their writing. In addition to grammatical errors, students exhibited a limited range of vocabulary, relying heavily on basic or repetitive word choices, which resulted in monotonous and sometimes unclear narratives. The lack of lexical variety not only affected the style and tone of the texts but also made it more difficult for readers to engage with the content meaningfully. Furthermore, cohesion devices such as time connectors ("then," "after that," "finally") were either absent, inconsistently applied, or used incorrectly, which undermined the logical flow of ideas and disrupted the chronological order typically expected in recount texts. Paragraphs were often loosely organized, with abrupt shifts between events, making it challenging to follow the storyline.

These patterns indicate that students at this stage were still developing foundational writing skills necessary for producing coherent and grammatically accurate texts. Their writing tended to focus more on conveying basic content rather than on refining linguistic accuracy or narrative coherence. Such challenges are not uncommon among EFL learners, particularly at the beginner level, where the cognitive load of producing content in a second language may limit attention to grammar, structure, and cohesion. The pre-test findings, therefore, provide a valuable baseline from which to assess the impact of targeted interventions, such as the use of digital writing tools, on students' writing development.

After three weeks of writing practice with Slick Write, students' post-test texts demonstrated measurable improvements in several key areas of writing performance. One of the most noticeable advancements was a significant reduction in grammatical errors, particularly those related to verb tense usage. Since recount texts rely heavily on the accurate use of past tense to maintain temporal consistency and narrative clarity, this improvement marked an important step in aligning students' writing with genre conventions. The diagnostic feedback provided by Slick Write enabled students to identify their past tense errors more effectively and understand the grammatical rules they had previously overlooked. By receiving real-time,

individualized feedback, students became more conscious of their verb choices and began applying tense rules with greater precision in their writing. This development suggests that the tool was instrumental in bridging the gap between theoretical grammar knowledge and practical application.

In addition to grammatical accuracy, students showed greater lexical variety and syntactic complexity in their post-test writing. Rather than relying on simple sentence structures and repetitive vocabulary, many students began experimenting with compound and complex sentences, as well as incorporating synonyms and more descriptive language. This shift can be attributed to Slick Write's feedback on repeated words and stylistic monotony, which prompted students to explore alternative expressions and diversify their sentence patterns. Such changes reflect an increasing awareness of style, tone, and reader engagement—an essential skill for effective written communication. The ability to manipulate language for clarity and interest signals not just surface-level correction but a deeper engagement with the writing process.

Cohesion and coherence also showed substantial improvement. Whereas students' pre-test texts often lacked logical transitions and clear paragraphing, their post-test compositions were better organized and easier to follow. Many students began structuring their recount texts more deliberately, using appropriate time connectors such as "then," "after that," "meanwhile," and "finally" to guide the reader through the chronological flow of events. Slick Write's readability and sentence flow analysis appeared to influence how students sequenced their ideas and grouped them into coherent paragraphs. Students also exhibited a heightened sensitivity to punctuation and spelling conventions elements that had frequently been neglected in their earlier writing. By attending to these surface-level mechanics, students produced texts that were not only more grammatically sound but also more polished and professional in tone.

Beyond these technical improvements, the integration of Slick Write fostered the development of learner autonomy a critical aspect of language learning that empowers students to take control of their own progress. Students engaged actively with the tool's feedback features, often revising their drafts multiple times before submitting their final work. This iterative process helped cultivate self-editing skills and encouraged a more reflective approach to writing. Rather than viewing writing as a one-step activity, students began to approach it as a process of drafting, receiving feedback, revising, and refining. This shift in mindset is particularly valuable in EFL contexts, where learners may rely heavily on teacher correction and may not yet possess strong independent editing skills.

The results of this study demonstrate noticeable improvements in students' writing performance following the use of Slick Write as a digital support tool. The score data from both the first and second essays show measurable gains after students revised their work using feedback generated by the tool. These improvements were observed in aspects such as grammar accuracy, sentence structure, vocabulary use, and text organization, particularly in recount text writing.

A summary of the students' scores shows consistent improvement across all participants. For the first essay, the average pre-revision score was 41.89, which increased to 50.67 after revision a gain of 8.78 points. In the second essay, the pre-revision average was 38.47, while the post-revision average rose to 50.50, showing a larger improvement of 12.03 points. This consistent increase suggests that the integration of Slick Write provided tangible benefits in enhancing students' overall writing quality.

The individual data further illustrates this trend. For example, Student 5 improved from 49.25 to 58.5 on the first essay and from 42.75 to 60.25 on the second. Similarly, Student 3 progressed from 45.5 to 52.75, and then from 41.25 to 56.25. These examples indicate that both high- and mid-level students benefitted from the intervention. Even those with lower initial scores, such as Student 2, showed substantial improvement from 36.75 to 44.25 in the first essay and from 35.25 to 49.25 in the second. This suggests that Slick Write was effective across a range of proficiency levels.

These findings align with prior research on AWE tools, such as those conducted by Ranalli and Hegelheimer (2022) and Calderón and da Cunha (2023), which emphasize the role of personalized, immediate feedback in improving student writing. While more widely known tools such as Grammarly and Virtual Writing Tutor have been studied extensively, this research demonstrates that Slick Write, despite its lower profile, offers equally valuable support when embedded into structured classroom instruction.

In conclusion, the use of Slick Write significantly improved students' grammar, vocabulary, cohesion, and overall writing performance in recount texts. It also helped cultivate autonomy in writing, encouraging learners to engage more critically and independently with their own work. These outcomes support the use of digital writing tools like Slick Write as effective, accessible, and pedagogically sound resources for enhancing EFL writing instruction especially in settings where teacher feedback is limited by large class sizes or time constraints.

4. Conclusion

The effectiveness of Slick Write lies in its ability to offer instant, individualized feedback that targets common language errors and stylistic weaknesses. Unlike traditional feedback methods, which may be delayed or generalized, the real-time nature of Slick Write's diagnostic tools allows students to immediately recognize and address issues in their writing. This immediacy not only reinforces learning but also encourages active engagement with the writing process. Students are prompted to revise their drafts based on specific suggestions, which promotes critical thinking, self-monitoring, and iterative improvement all of which are essential components of effective writing development.

Furthermore, the use of Slick Write was found to foster a greater sense of learner autonomy. Students became more independent in their revision strategies and more willing to take ownership of their learning. Rather than relying solely on teacher correction, they developed the confidence to evaluate and improve their writing with minimal external guidance. This shift from passive reception to active construction of knowledge represents a significant pedagogical gain, especially in language classrooms where fostering long-term writing competence is a central goal.

Importantly, the findings affirm that Slick Write is a practical, user-friendly, and accessible technological aid that can effectively complement traditional writing instruction. Its features are intuitive and adaptable, making it suitable for students with varying levels of digital literacy. In contexts characterized by large class sizes, limited teacher feedback, or time constraints, tools like Slick Write can fill critical instructional gaps by providing the type of detailed, formative feedback that teachers may not always be able to deliver on an individual basis. By supporting both accuracy and fluency, the tool helps bridge the gap between student needs and instructional capacity.

In summary, this study confirms that the strategic integration of digital writing tools such as Slick Write into EFL writing instruction can lead to substantial improvements in student writing outcomes. By enhancing grammatical control, expanding vocabulary, refining sentence construction, and improving overall cohesion, Slick Write proves to be a valuable asset in promoting more effective and independent writing. These results highlight the importance of blended learning approaches that combine technology with pedagogical guidance to support student-centered language learning. Future research may explore how such tools can be further optimized or integrated with peer collaboration, teacher conferencing, or genre-based instruction to maximize their impact on writing development.

References

Al Badi, A. A., Osman, M. E. T., & M. Al-Mekhlafi, A. (2020). The Impact of Virtual Writing Tutor on Writing Skills and Attitudes of Omani College Students. *Journal of Education and Development*, *4*(3), 101. https://doi.org/10.20849/jed.v4i3.828

Bonney, K. M. (2015). Case Study Teaching Method Improves Student Performance and Perceptions of Learning Gains. *Journal of Microbiology & Biology Education*, *16*(1), 21–28. https://doi.org/10.1128/jmbe.v16i1.846

Boone, R., & Higgins, K. (2012). Technology in Action The Software √-List. *Journal of Special Education Technology*, *27*(1), 50–63.

Calderón, S. S., & da Cunha, I. (2023). Developing autonomy in English writing skills: a study on EFL learners' selection criteria of open access and online self-correction tools. *Circulo de Linguistica Aplicada a La Comunicacion*, *95*, 95–112. https://doi.org/10.5209/clac.84416

Cañabate, D., Bubnys, R., Nogué, L., Martínez-Mínguez, L., Nieva, C., & Colomer, J. (2021). Cooperative learning to reduce inequalities: Instructional approaches and dimensions. *Sustainability (Switzerland)*, *13*(18), 1–17. https://doi.org/10.3390/su131810234

Cavalcanti, J., Figueredo, L. F. C., Ishihara, J. Y., Bernardes, M. C., Santana, P. H. R. Q. A., Vargas, A. N., & Borges, G. A. (2018). A real-time web-based networked control system education platform. *International Journal of Electrical Engineering and Education*, *55*(2), 130–141. https://doi.org/10.1177/0020720917750952

Chen, A. (2022). The Effects of Writing Strategy Instruction on EFL Learners' Writing Development. *English Language Teaching*, *15*(3), 29. https://doi.org/10.5539/elt.v15n3p29

Ching, K. L. (2018). Tools Matter: Mediated Writing Activity in Alternative Digital Environments. *Written Communication*, *35*(3), 344–375. https://doi.org/10.1177/0741088318773741

Cuff, E. (2014). The Effect and Importance of Technology in the Research Process. *Journal of Educational Technology Systems*, *43*(1), 75–97. https://doi.org/10.2190/et.43.1.f

Dalsgaard, C., & Ryberg, T. (2023). A theoretical framework for digital learning spaces: learning in individual spaces, working groups, communities of interest, and open connections. *Research in Learning Technology*, *31*(1063519), 1–15. https://doi.org/10.25304/rlt.v31.3084

Demirel, T. (2024). THE USE AND PERCEPTIONS TOWARDS AI TOOLS FOR ACADEMIC WRITING. *Innovations in Language Teaching Journal*, *1*(1), 1–20.

Garg, P. (2024). The Impact of AI Writing Tools on the Content and Organization of Students' Writing. *International Journal of Humanities Social Science and Management (IJHSSM)*, *4*(3), 54–59. https://doi.org/10.1080/2331186X.2023.2236469

Geletu, G. M. (2022). The effects of teachers' professional and pedagogical competencies on implementing cooperative learning and enhancing students' learning engagement and outcomes in science: Practices and changes. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186X.2022.2153434

Hossan, D., Dato' Mansor, Z., & Jaharuddin, N. S. (2023). Research Population and Sampling in Quantitative Study. *International Journal of Business and Technopreneurship (IJBT)*, *13*(3), 209–222. https://doi.org/10.58915/ijbt.v13i3.263

Hyland, K. (2013). Writing in the university: Education, knowledge and reputation. *Language Teaching*, *46*(1), 53–70. https://doi.org/10.1017/S0261444811000036

Kanika, Chakraverty, S., & Chakraborty, P. (2020). Tools and Techniques for Teaching Computer Programming: A Review. *Journal of Educational Technology Systems*, *49*(2), 170–198. https://doi.org/10.1177/0047239520926971

Koltovskaia, S. (2023). Postsecondary L2 writing teachers' use and perceptions of Grammarly as a complement to their feedback. *ReCALL*, *35*(3), 290–304. https://doi.org/10.1017/S0958344022000179

Martínez-Lacañina, P. J., Martínez-Ramos, J. L., Bachiller-Soler, A., & Monroy-Berjillos, D. (2012). Teaching reliability analysis of HV/MV substations and distribution feeders using educational software. *International Journal of Electrical Engineering and Education*, *49*(4), 365–382. https://doi.org/10.7227/IJEEE.49.4.2

Mejia, M., & Sargent, J. M. (2023). Leveraging Technology to Develop Students' Critical Thinking Skills. *Journal of Educational Technology Systems*, *51*(4), 393–418. https://doi.org/10.1177/00472395231166613

Naccache, H., Altae, M., & Al-Own, F. A. (2023). The Effect of the Software Test Survey for Students in Developing the Arabic Language Skills of Third-Grade Students in Qatar. *Journal of Educational Technology Systems*, *52*(1), 117–140. https://doi.org/10.1177/00472395231180551

Nasution, R. D., Debora, M., Saragih, B., Gultom, J. J., & Lubis, S. (2023). Virtual Writing Tutor (VWT) on Students' Writing Skill Improvement at Writing Class. *Asian TESOL Journal*, *3*(1), 15–18. https://doi.org/10.35307/asiantj.v3i1.42

O'Connor, E. A. (2018). Developing Community and Building Knowledge Online Using a Virtual Reality Environment and Student-Created Videos. *Journal of Educational Technology Systems*, *46*(3), 343–362. https://doi.org/10.1177/0047239517736874

Oner, D., & Adadan, E. (2011). Use of web-based portfolios as tools for reflection in preservice teacher education. *Journal of Teacher Education*, *62*(5), 477–492. https://doi.org/10.1177/0022487111416123

Ranalli, J., & Hegelheimer, V. (2022). Introduction to the Special Issue on Automated Writing Evaluation. *Language Learning & Technology*, *26*(2), 1–4. http://doi.org/10125/73473

Sinar, T. S., Budiman, M. A., Ganie, R., & Rosa, R. N. (2023). Students' Perceptions of Using Roblox in Multimodal Literacy Practices in Teaching and Learning English. *World Journal of English Language*, *13*(7), 146–153. https://doi.org/10.5430/wjel.v13n7p146

Tadesse, T., Ware, H., Asmare, A., & Gillies, R. M. (2024). Enhancing Student Engagement and Outcomes: The Effects of Cooperative Learning in an Ethiopian University's Classrooms. *Education Sciences*, *14*(9), 975. https://doi.org/10.3390/educsci14090975

Tuong, T. P. L., & Tran, T. T. (2025). The Differential Impact of AI Tools Among EFL University Learners: A Process Writing Approach. *International Journal of Learning, Teaching and Educational Research*, *24*(5), 452–471. https://doi.org/10.26803/ijlter.24.5.24

Uziak, J. (2016). A project-based learning approach in an engineering curriculum. *Global Journal of Engineering Education*, *18*(2), 119–123.

Wu, C. C., Yang, C. Y., Hwang, M. S., & Lin, M. Y. (2019). The design and application of a web-based teacher evaluation system for STEM education. *International Journal of Electrical Engineering Education*, *500*, 1–11. https://doi.org/10.1177/0020720919852783

Zein, T. T., Sinar, T. S., & Deliana, D. (2025). *USING VIRTUAL WRITING TUTOR IN TEACHING WRITING TO EFL LEARNERS*. *9*(2), 474–484.

Zinkevich, N. A., & Ledeneva, T. V. (2021). Using *Grammarly* to Enhance Students' Academic Writing Skills. *Professional Discourse & Communication*, *3*(4), 51–63. https://doi.org/10.24833/2687-0126-2021-3-4-51-63