

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature used in this particular study. The review aims to provide previous studies and information concerned with the research problems, including an overview of the definition of writing, teaching writing, technology in teaching writing, writing applications, and previous studies.

A. Writing

Writing is a difficult skill that involves communicating thoughts, ideas, and information via writing. It is both a cognitive process and a mode of communication that helps people to articulate their experiences, ideas, and knowledge in a structured manner. Writing in English may be difficult, especially for English as a Foreign Language (EFL) students, since they must comprehend and apply many parts of grammar, vocabulary, and style (Hyland, 2003).

There are several genres of writing that students are typically required to learn, each with its distinct purpose and style. The main genres include narrative, descriptive, expository, and persuasive writing:

1. **Narrative Writing:** This genre tells a story or recounts an event. It requires students to use creativity, organize their ideas coherently, and engage the reader by developing characters, settings, and plot. Narrative writing is particularly challenging as it demands both a high level of language proficiency and the ability to structure a story effectively (Jumariati & Febriyanti, 2020).

2. **Descriptive Writing:** Descriptive writing aims to create vivid imagery by detailing the characteristics of people, places, or objects. It often involves sensory language and requires students to focus on specific vocabulary and details that bring scenes to life for the reader (Hyland, 2003).
3. **Expository Writing:** This genre explains or informs the reader on a particular topic. It includes objective writing forms like reports, essays, and articles, which require students to organize information logically and present it clearly and concisely (Hyland, 2003).
4. **Persuasive Writing:** Persuasive writing seeks to convince the reader of a particular viewpoint or argument. This genre is common in opinion essays and requires students to develop a clear stance supported by logical reasoning and evidence (Hyland, 2003)..

Writing in these genres requires students to acquire a variety of abilities, including organization, coherence, and the ability to use acceptable language and grammatical structures. Mastering these qualities can be challenging for EFL students; hence, good teaching approaches and helpful learning aids are needed (Brown, 2001).

For eighth-grade students, the ability to write narrative texts, particularly short stories, is both educational and developmental. Narrative writing enhances creativity, strengthens cognitive organization, and builds language skills. However, many junior high school students struggle with the requirements of narrative writing, such as generating ideas, structuring content, and using vocabulary effectively. This difficulty

highlights the need for instructional tools that can simplify the writing process and engage students in a meaningful way (Manggolo et al., 2024).

The proposed thesis, *Developing a Short Story English Writing Application for Eighth-Grade Students*, addresses these challenges by creating a specialized application that guides students through each stage of the short story writing process. The application aims to improve students' abilities to structure stories, develop coherent ideas, and use appropriate language, offering an interactive platform tailored to their specific learning needs. The use of technology in this context not only enhances writing instruction but also aligns with students' mobile learning preferences, thus fostering greater engagement and effectiveness in learning (Kukulska-Hulme & Shield, 2008; Lestarani, 2023).

B. Teaching Writing

Teaching writing is a complex process that involves guiding students not only in mastering language mechanics but also in developing coherence, creativity, and an authentic voice in their writing. Writing instruction in EFL contexts often incorporates several foundational principles to ensure effective learning. Outline several core principles in teaching writing, including focusing on both the process and the product, providing meaningful feedback, encouraging the practice of drafting and revision, and promoting fluency and accuracy in written expression (Annisa & Gusnawaty, 2024).

Effective writing instruction combines structured approaches like the Process Approach, Genre-Based Approach, and Project-Based Learning (PBL) with the integration of technology. These methods guide students through drafting, revising, and editing while familiarizing them with various writing types and engaging them in meaningful projects. Tools like Grammarly and Google Docs enhance learning by providing real-time feedback, improving efficiency, and empowering students to take control of their writing. Together, these strategies create an interactive and supportive environment that fosters motivation, regular practice, and the development of strong writing skills.

The integration of technology in writing instruction has significantly transformed how writing is taught, making learning more interactive and accessible. Technology tools such as word processors, online platforms, and grammar checkers support students' writing development by providing immediate feedback and ample practice opportunities. Applications like Grammarly and Google Docs offer features for spelling, grammar, and style checks, which help students create polished, coherent writing. These tools not only enhance learning efficiency but also empower students by giving them greater control over their writing process, fostering independence and confidence in their skills (Hyland, 2003).

The proposed short story English writing application for eighth-grade students integrates technology to enhance narrative writing skills. By combining traditional methods with modern tools like automated feedback, guided prompts, and interactive storytelling, the app addresses challenges in idea generation, organization, and

vocabulary. This approach, supported by research (Hyland, 2003), fosters engagement, independence, and creativity, providing an interactive and accessible solution to improve students' writing proficiency.

Connecting these principles to this study, the development of a short story English writing application for eighth-grade students draws on these established foundations of effective writing instruction. The app is designed to support students through the stages of the writing process, offering features that allow for brainstorming, drafting, revising, and receiving feedback in a structured manner. By focusing on narrative skills, the application aligns with the genre-based approach, while the use of technology supports immediate feedback, enhancing both student engagement and language accuracy.

C. Mobile-Based Application

Mobile application-based learning media have emerged as essential tools in teaching writing, particularly for EFL (English as a Foreign Language) students. These applications offer interactive, accessible, and flexible platforms that address various learning needs while improving student engagement and learning outcomes. Mobile learning tools support students in mastering grammar, vocabulary, and writing structure by offering features such as real-time feedback, structured guidance, and interactive content (Kukulska-Hulme & Shield, 2008).

Several studies highlight the effectiveness of mobile-based media in language learning. Hyland (2003) emphasized that technology empowers learners by offering control over their writing process and facilitating rapid improvement through instant

feedback. Meanwhile, Jumariati et al. (2024) found that using LINE as a blended learning tool helped improve students' writing proficiency. Lestarani (2023) demonstrated that applications like Articulate Storyline created interactive content that enhanced student engagement and understanding.

Mobile applications offer creative ways for junior high school students, especially those in eighth grade, to support short story writing. These tools help students overcome common challenges such as idea generation, organization, and language use by guiding them through the writing process. Features like brainstorming aids, narrative mapping, and grammar correction promote creativity and technical accuracy.

However, despite the growth of educational technologies, there is still a lack of mobile applications specifically designed to teach narrative writing in EFL contexts at the junior high school level. To address this gap, this study proposes the development of Pisatory, a mobile application tailored for eighth-grade students to enhance their English narrative writing skills. The application is expected to provide a guided, engaging, and structured writing environment that supports the improvement of both writing proficiency and motivation..

D. Pisatory Application

Pisatory application is a mobile tool designed to assist junior high school students in developing their English narrative writing skills. The application provides structured exercises, guided steps, feedback, and tools for creating and editing short stories. Unlike typical writing tools, Pisatory is designed specifically for eighth-grade

students, focusing on the unique challenges of writing narratives, such as plot development, character creation, and the use of descriptive language.

Pisatory has features such as a writing guide (covering description, structure, language features, and writing tips), a collection of stories with various genres (e.g., fantasy, romance, action, and horror), a start-writing section for students to write their stories, a feedback system connected to Google Sheets for teacher evaluation, and games to reinforce language elements engagingly.

In a classroom setting, Pisatory application supports interactive and student-centered learning. Its easy-to-use interface, real-time support, and creative tools make writing exercises more vibrant and interesting. The application not only helps students correct writing mistakes but also encourages independent practice and increases confidence by allowing them to see their progress.

Pisatory application increases student motivation and engagement by combining digital stories with interactive features such as writing tips, genre-based story collections, and feedback tools. These features allow students to enjoy the writing process while learning how to organize ideas and use appropriate language in a narrative context.

Through integrating mobile learning into the teaching of writing, Pisatory helps students overcome challenges such as vocabulary and grammar limitations, which are common in EFL classrooms. The application's structured writing flow from planning to editing makes sure that students can focus on creativity while improving technical accuracy.

This study aims to implement and evaluate Pisatory as a teaching solution to improve narrative writing skills and student engagement. By integrating elements of successful digital tools and synchronizing with the cognitive and linguistic needs of eighth-grade students, Pisatory is expected to make a significant contribution to mobile-assisted language learning (MALL) in EFL contexts.

E. Previous Studies

Some previous studies have shown the importance of technology integration in writing instruction, especially to improve the effectiveness of feedback, which is often slow and less than optimal when relying solely on traditional methods. The study by Jumariati and Febriyanti (2020) examined the use of the LINE application as an alternative tool in developing students' writing skills, while Lestarani (2023) highlighted the importance of interest in creative writing through the utilization of technology such as Articulate Storyline. In addition, Ansoriyah et al. (2024) developed an evaluation tool for writing short stories and popular texts using the Quizizz application, which proved the effectiveness of technology-based learning in the evaluation process. However, none of these studies specifically focused on teaching narrative writing.

Narrative writing itself is still a challenge for junior high school students as they often experience difficulties in organizing ideas coherently and writing interesting narratives (Amalia & Abdullah, 2021). The role of the teacher is crucial in guiding this process, but traditional approaches often do not match the learning styles of today's students, who are accustomed to technology. Therefore, Mpiti and Makane

(2022) emphasize the importance of narrative writing apps that are not only visually appealing but also provide meaningful, immediate feedback.

While there are already several mobile-based learning platforms that support the teaching of writing in general, specialized apps designed to teach and assess narrative writing skills are still not widely available. The use of apps such as Quizizz for formative assessment shows the great potential of interactive technology-based learning, calling for a similar approach specifically aimed at narrative writing (Ansoriyah et al., 2024).

In response to this gap, this study aims to develop an app specifically for writing English short stories for eighth-grade students. The app will guide students through the entire writing process - from idea generation to editing - with a built-in evaluation feature capable of providing real-time feedback. By referring to the findings of previous studies, such as those conducted by Jumariati and Febriyanti (2020), Lestarani (2023), and Amalia et al. (2021), the development of this application is focused on strengthening students' technical skills and creativity through a structured, interactive, and student-centered learning approach.