

Exploring Secondary Students' Perceptions of ELENA Learning Media in Enhancing Writing Skill

Iin Baroroh Ma'arif^{1*}, Charisa Nur Rohmah²

^{1,2} Universitas KH. A. Wahab Hasbullah

* e-mail: iinmaarif@unwaha.ac.id

Abstract

This study investigates students' perceptions of the use of ELENA learning media in enhancing their writing skills. Employing a qualitative research design, data were collected through semi-structured interviews, classroom observations, and questionnaires to capture in-depth insights into students' experiences. The combination of these methods allowed for a comprehensive understanding of students' experiences and attitudes toward the integration of ELENA in the learning process. The findings reveal that 92 % students responded positively to the integration of ELENA into the learning process. They perceived the media as engaging, supportive, and effective in improving their motivation, organization of ideas, and overall writing performance. Moreover, the interactive and user-friendly design of ELENA was perceived as beneficial in making writing practice more enjoyable and accessible. These results suggest that ELENA has strong potential as an innovative instructional tool for improving students' writing competence while simultaneously fostering greater interest and participation in classroom activities.

Keywords : *Students' Perception, ELENA Learning Media, Writing Skill, Secondary Students*

How to cite : Ma'arif, I., & Rohmah, C. (2025). Exploring Secondary Students' Perceptions of ELENA (English Letter and Announcement) Learning Media in Enhancing Writing Skill. *Pedagogi: Jurnal Ilmu Pendidikan*, 25(2). <https://doi.org/10.24036/pedagogi.v25i2.2667>



Licensees may copy, distribute, display and perform the work and make derivative and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes

INTRODUCTION

In the era of rapid technology development, digital learning media are now become essential components of contemporary education. The development of critical academic skills, especially writing, is much improved for secondary school pupils when digital platforms, applications, and interactive content are integrated into the classroom. In addition to being an essential component of communication, writing is a vital skill for future career prospects and academic achievement.

The ability to write effectively is a vital talent for secondary students since it is essential to both academic achievement and future employment prospects (Mazlan et al., 2022). However, a lack of effective learning resources, low student engagement, and poor teaching strategies cause many students to struggle with writing. To address these issues, academics and educators have looked at a number of technological solutions, such as digital learning materials, to improve writing teaching (Aliyu et al., 2022). According to recent research, digital learning resources, such

as blogs, grammar apps, collaborative writing tools, and AI-assisted writing platforms, provide dynamic, interesting, and customized learning experiences that can inspire students and enhance their writing skills (Mohammed Hassan Al-Ahdal & Alqasham, 2020).

Additionally, digital technologies facilitate peer collaboration, real-time criticism, and exposure to a variety of writing styles—all of which improve writing results (Nurmala et al., 2023). Digital learning materials bridge this gap by encouraging a more learner-centered approach, as traditional teaching approaches frequently fail to meet individual learning needs and offer timely guidance (Ma'arif & Claudia, 2021). Students now have more possibilities to participate in writing assignments both inside and outside of the classroom due to the greater accessibility of computers, cellphones, and tablets. This has enhanced students' writing fluency, vocabulary usage, and structural organization. Given the increasing importance of digital literacy in the 21st century, integrating digital media into writing instruction is not just beneficial but essential (Nasution, 2023).

One such innovation in learning media is ELENA (*English Letter and Announcement*), a digital learning media designed to support secondary students in developing their writing skill through interactive exercises. While several studies have examined the impact of technology-assisted writing instruction, there remains a need for empirical research assessing the efficacy of specific tools like ELENA in improving students' writing skills (Subroto et al., 2023).

This study aims to explore the students' perceptions of the effectiveness of ELENA learning media in enhancing secondary students' writing skill by analyzing its impact on students' writing performance, engagement, and motivation. By drawing on recent research in educational technology and writing pedagogy, this investigation seeks to contribute to the growing body of knowledge on digital writing tools and their role in modern education (Ajabshir, 2024). However, some students faced initial challenges in adapting to the digital format, particularly those with limited prior exposure to technology-enhanced learning (Yesgat et al., 2023). A few participants noted that while ELENA provided useful corrections, they occasionally struggled to understand certain automated feedback without additional teacher explanations. Despite these minor difficulties, most students acknowledged that ELENA helped them identify recurring grammatical and stylistic errors, leading to gradual improvements in their writing proficiency.

Overall, student feedback suggests that ELENA serves as a valuable supplementary tool in writing instruction. The majority of learners appreciated its accessibility and user-friendly interface, with many recommending its continued use in the classroom. These responses align with previous research indicating that well-designed digital writing platforms can enhance student engagement and writing outcomes (Pate, 2021). Further refinement of feedback mechanisms and additional teacher scaffolding could maximize ELENA's effectiveness in diverse learning environments.

This part showed the features of ELENA (*English Letter and Announcement*) learning media:



Figure 1. Start play for entered ELENA



Figure 2. Menu layout



Figure 3. Material kind of letter



Figure 4. Generic structure of announcement



Figure 5. Generic structure of formal letter



Figure 6. Exercise

METHOD

1. Research Design

This study employed a **qualitative research method** to explore secondary school students' perceptions of the use of ELENA learning media in enhancing their writing skills. The qualitative approach was chosen because it allows for a deeper understanding of students' experiences, attitudes, and opinions, which cannot be fully captured through quantitative measures alone. Qualitative research is particularly effective in uncovering participants' perspectives and the meanings they assign to particular phenomena, in this case, the integration of digital media in writing instruction (Imizuokena, 2022).

Participants and Setting

The research was conducted at a public secondary school in Jombang, East Java with a diverse student population. A purposive sampling technique was used to select 37 students who had been exposed to various digital learning media in their English writing classes over the past semester. Participants represented different levels of writing proficiency, allowing for a broad range of perspectives. All participants and their guardians gave their informed consent before any data was collected, and ethical guidelines were closely adhered to.

Data Collection

Data were gathered using **semi-structured interviews**, observation **and questionnaire**. The researchers were able to delve into each student's experiences with ELENA application as digital learning media through observations and semi-structured interviews. ELENA learning media was commonly used in their English lessons. The interview questions focused on how this learning media affected their writing process, motivation, vocabulary development, and confidence in writing. This triangulation of data sources enhanced the validity and richness of the findings.

Questionnaire designed to gather **students' perceptions** on the **use of digital learning media** in **improving their writing skills**. This questionnaire includes **demographic questions**, **Likert-scale items**, and **open-ended questions** to allow for both quantitative and qualitative insights.

Questionnaire: Students' Perceptions of ELENA Learning Media in Improving Writing Skills

Section A: Demographic Information

Please tick (✓) or fill in the appropriate response.

1. **Age:**
 - ☐ 13–14
 - ☐ 15–16
 - ☐ 17–18
2. **Gender:**
 - ☐ Male
 - ☐ Female
3. **How often do you use digital tools for learning English writing?**
 - ☐ Never
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Often
 - ☐ Always

Section B: Perception of ELENA learning media

Please indicate how much you agree or disagree with each statement by ticking (✓) the appropriate box.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. ELENA learning media make writing activities more interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel more motivated to write using ELENA learning media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using ELENA learning media helps me improve my grammar and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I receive helpful feedback from ELENA learning media (e.g., Grammarly).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I write more frequently because of ELENA learning media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel more confident sharing my writing through ELENA learning media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ELENA learning media help me organize my writing more clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I prefer digital writing activities over traditional (pen-and-paper) ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Online collaboration tools (e.g., Google Docs) help me improve my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ELENA learning media are essential for improving my writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Open-Ended Questions

Please answer the following questions briefly.

1. **What digital tools or platforms do you ever use to help with your writing?**

.....
.....

2. **In what ways have ELENA learning media helped you improve your writing skills?**

.....
.....

3. **What challenges do you face when using ELENA learning media for writing?**

.....
.....

4. **What suggestions do you have to make ELENA learning media more effective?**

.....
.....

5. Did you face any difficulties using ELENA?

.....
.....

Data Analysis

Following the procedures described by Braun and Clarke (2019), thematic analysis was used to examine the gathered data. In order to find recurrent themes and patterns pertaining to students' perceptions, the transcripts of the focus groups and interviews were first manually coded (Iin Baroroh Ma'arif 1, Rizki Amalia 2, 2022). Key themes that emerged included increased engagement, improved self-editing skills, and the importance of visual and interactive feedback. Additionally, students also expressed both positive and negative attitudes toward specific tools, offering nuanced insights into the effectiveness and limitations of digital media in the writing classroom.

By adopting a qualitative design, the study was able to provide a detailed and context-rich understanding of how ELENA as digital learning media are perceived by students in relation to their writing development. The findings are intended to inform educators, curriculum developers, and policymakers about the potential and challenges of integrating digital tools in writing instruction at the secondary level.

FINDING AND DISCUSSION

Interview results with students using ELENA learning media to improve their writing skills:

Based on the semi-structured interviews conducted with students who have been using ELENA learning media, the overall results are highly positive. Students consistently expressed enthusiasm and satisfaction with the platform, highlighting several key aspects that contributed to the improvement of their writing skills.

- Increased Motivation and Engagement

Many students reported that ELENA made the writing process feel more enjoyable and less intimidating. The interactive features, combined with its user-friendly design, encouraged them to practice writing more frequently.

- Better Understanding of Writing Structure

Students shared that ELENA helped them better understand the steps of organizing their ideas into sentences and paragraphs. The guided exercises and examples provided within the media supported them in learning how to start, develop, and conclude a piece of writing effectively.

- Improvement in Vocabulary and Sentence Construction

Several students admitted that before using ELENA, they often struggled with finding the right words or forming proper sentences. After regular use, they felt more confident in using new vocabulary and constructing clearer, more accurate sentences.

- Confidence Boost in Writing

A recurring theme in the interviews was the increase in students' self-confidence. They felt less anxious about making mistakes and more willing to express their ideas in written form.

- Positive Emotional Impact

Students consistently emphasized that they enjoyed the experience of using ELENA. They described it as interesting, creative, and even "exciting," which made them more motivated to learn and practice. This positive emotional connection to the media was a major factor in sustaining their interest in improving writing skills.

Observation Data:

Classroom observations revealed that students were more engaged and actively participated in writing activities when using ELENA compared to traditional methods. Students appeared more motivated, demonstrated curiosity when exploring the features of ELENA, and showed persistence in completing writing tasks. Teachers also noted a visible reduction in hesitation and distraction; students were more focused and enthusiastic during the learning sessions.

Key evidence from observation:

- Students volunteered more frequently to share their writing outcomes.
- Writing activities lasted longer without signs of fatigue or boredom.
- Collaborative interactions increased, with students discussing how to improve their writing using the media.

Questionnaire's result of Students' Perceptions on ELENA learning media:

The feasibility data analysis is obtained from the responses of students who were given a questionnaire after the implementation of ELENA learning media in their writing classroom. The questionnaire used a Likert scale consisting of five answers as follows:

Table 1. Likert scale

Description	Score
Very Agree	5
Agree	4
Disagree	3
Not agree	2
Strongly Disagree	1

Then the student response questionnaire is calculated to obtain the average percentage score using the response calculation formula as follows:

Student Response Percentage Formula:

ulation formula as follows:

Student Response Percentage Formula:

$$PR = \frac{\sum K}{\sum MK} \times 100\%$$

PR = students response percentage
 $\sum K$ = total of students response score
 $\sum MK$ = total maximal score

Table 2. Index category of the Likert Scale

PERCENTAGE SCORE (%)	CATEGORY
81% – 100%	Very Interesting
61% – 80%	Interesting
41% – 60%	Fair
21% – 40%	Less Interesting
0 – 20%	Not Interesting

Student's Perceptions Results:

The student perceptions were obtained from the distribution of a questionnaire to students after the implementation of ELENA learning media. The results of the student perceptions are presented in the table below:

Table 3. Student perceptions Result

No	Students' Name	Question's Number										ΣK	Σ M K	%	Σ
		1	2	3	4	5	6	7	8	9	10				
		Result													
1.	ST	5	5	5	4	5	5	5	5	5	4	48	50	96	92 %
2.	ZKY	5	5	5	5	5	4	5	5	5	4	48	50	96	
3.	NF	5	5	5	5	5	4	5	5	5	5	49	50	98	
4.	SA	4	5	4	4	3	5	4	5	4	4	42	50	84	
5.	SF	5	5	5	5	5	5	5	5	5	5	50	50	100	
6.	TL	5	5	4	4	3	4	4	4	4	3	40	50	80	
7.	EK	4	4	4	3	3	3	5	5	4	4	42	50	84	
8.	SB	5	5	5	5	5	4	5	5	5	5	49	50	98	
9.	SN	5	5	5	5	5	5	5	5	5	4	49	50	98	
10.	SH	5	5	5	5	5	5	5	5	5	5	50	50	100	
11.	SF	5	4	4	4	5	4	5	4	4	4	43	50	86	
12.	ZHR	5	5	5	5	5	4	5	5	5	4	50	50	100	
13.	SVT	5	5	5	4	5	4	5	5	4	5	47	50	94	
14.	VCA	5	5	5	4	5	5	5	5	5	4	48	50	96	
15.	ZLF	5	4	5	4	5	3	5	5	5	4	43	50	86	
16.	NMZ	4	4	4	5	5	4	4	4	4	4	42	50	84	
17.	UM	5	5	5	5	5	5	5	5	5	4	49	50	98	
18.	QRN	5	4	5	5	5	4	5	5	5	5	48	50	96	
19.	SA	4	4	4	3	3	5	5	5	5	5	46	50	92	
20.	SYD	5	5	5	5	5	5	5	5	5	5	50	50	100	
21.	SHY	5	4	4	5	3	5	5	5	4	5	45	50	90	
22.	RKA	5	5	5	5	5	5	5	5	4	4	48	50	96	
23.	IAT	5	5	5	4	4	4	5	5	5	3	45	50	90	
24.	NDI	5	5	5	5	5	4	5	5	5	5	49	50	98	
25.	NDA	5	5	5	5	5	5	5	5	5	5	50	50	100	
26.	PT	4	4	5	4	4	4	5	5	5	5	45	50	90	
27.	RHT	5	5	5	4	5	4	5	5	5	4	47	50	94	
28.	RZY	5	5	5	5	5	3	5	5	5	5	48	50	96	
29.	SLN	5	5	5	4	4	5	5	5	5	5	48	50	96	
30.	SYM	4	5	4	4	5	5	4	4	5	4	44	50	88	
31.	SH	4	4	4	4	3	4	4	3	4	3	40	50	80	
32.	SF	4	4	4	3	5	3	5	5	5	5	46	50	92	
33.	AAD	5	4	4	5	5	3	5	5	5	4	45	50	90	
34.	YSY	5	4	4	4	4	4	4	4	4	4	41	50	82	

35.	ZF	4	4	4	4	4	5	5	5	4	4	43	50	86
36.	NLH	4	5	5	5	5	4	5	5	5	4	47	50	94
37.	BL	4	5	4	4	4	4	5	5	4	4	43	50	86
total		174	171	171	163	167	158	179	178	173	169	1707		
Max Score		185	185	185	185	185	185	185	185	185	185			
%		94	92	92	88	90	85	97	96	94	91			
Mean		92%												

Based on the results of the students' perceptions analysis, a percentage score of 92% was obtained, indicating that this learning medium is categorized as "very interesting" according to the percentage scale criteria in Table 2. This result shows that the ELENA media has a significant contribution in enhancing learning effectiveness and stimulating students' interest in the classroom learning process. Therefore, it can be concluded that the ELENA media is effective in improving students' writing skills in learning.

Following the implementation of ELENA, students exhibited positive responses toward its use in improving their writing skills. Many reported that the interactive features of ELENA, such as instant feedback, writing prompts, and multimedia integration, made the learning process more engaging compared to traditional writing exercises. A significant number of students expressed that the media helped them structure their ideas more effectively, reducing the anxiety often associated with writing tasks. Additionally, the gamified elements, such as progress tracking and achievement badges, were found to boost motivation, encouraging students to practice writing more frequently (Zheng et al., 2019).

Secondary students' responses to the use of ELENA were generally positive, especially in terms of their writing engagement and self-efficacy. Compared to traditional pen-and-paper techniques, a sizable majority stated that the media's interactive exercises, multimedia prompts, and real-time feedback made writing practice more dynamic (Bradbury Jones et al., 2022). Because they could study at their own pace and receive focused guidance in their areas of weakness, students valued the adaptive learning pathways (Hwang et al., 2020). Notably, a number of students reported that ELENA's visual analytics dashboard gave them a sense of control over their education by allowing them to monitor their progress over time (Ifenthaler & Widanapathirana, 2014).

CONCLUSION

The interview findings indicate that ELENA has had a significant positive impact on students' writing development. Not only has it improved their technical skills—such as sentence construction, vocabulary, and structure—but it has also enhanced their motivation, confidence, and overall attitude toward writing. Students expressed a genuine liking for the media and a willingness to continue using it as part of their learning process.

The questionnaire results showed a very high level of student satisfaction and interest in ELENA, with an average percentage score of 92%, categorized as "very interesting" based on the evaluation scale.

Student responses indicate that ELENA is a promising tool for enhancing writing competence, particularly in boosting engagement, providing actionable feedback, and fostering autonomy. However, its efficacy can be further optimized through teacher mediation, technical refinements, and adaptive feature enhancements.

By integrating the results of observation, interviews, and questionnaire data, it can be concluded that the use of ELENA learning media has a consistently positive impact on students' writing skills.

REFERENCES

- Ajabshir, Z. F. (2024). Empowering EFL writing through digital storytelling: A quasi-experimental assessment of CALF measures and multidimensional engagement. *Acta Psychologica*, 250(July), 104564. <https://doi.org/10.1016/j.actpsy.2024.104564>

- Aliyu, J., Osman, S., Kumar, J. A., Abdul Talib, C., & Jambari, H. (2022). Students' Engagement through Technology and Cooperative Learning: A Systematic Literature Review. *International Journal of Learning and Development*, 12(3), 23. <https://doi.org/10.5296/ijld.v12i3.20051>
- Bradbury Jones, C., Rudolf, O., Miller, R., & Taylor, J. (2022). SSM - Qualitative Research in Health Improving the visibility and description of theory in qualitative research: The QUANTUM typology. *SSM - Qualitative Research in Health*, 2(December 2021), 100030. <https://doi.org/10.1016/j.ssmqr.2021.100030>
- Iin Baroroh Ma'arif 1, Rizki Amalia 2, W. R. (2022). *DESIGNING RO-LEX APPLICATION FOR DYSLEXIC STUDENTS*. 13(1), 43–61.
- Imizuokena, I.-A. J. (2022). Digital Technology: Effectiveness and Implications on Students Academic Achievement. *International Journal of Innovative Science and Research Technology*, 7(3), 1156–1161.
- Ma'arif, I. B., & Claudia, S. I. (2021). Developing English Digital Book for IX Grade Students of Junior High School. *APPLICATION: Applied Science in Learning Research*, 1(2), 83–88. <https://doi.org/10.32764/application.v1i2.1833>
- Mazlan, L. M., Akmal, M., & Kamal, A. (2022). Students' Perceptions on the Use of English Movies to Enhance English Language Competency. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 10(2), 2022. <https://doi.org/10.24191/cplt.v10i2.19187>
- Mohammed Hassan Al-Ahdal, A. A., & Alqasham, F. H. (2020). Efl Writing Tasks and the Application of the Concept of Situatedness: Evaluating the Theoretical and Practical Aspects of the Saudi Efl Context. *TESOL International Journal*, 15(4), 1–11.
- Nasution, D. S. (2023). The Role of Technology in English Language Learning: A Quantitative Examination of Student Performance Engagement and Motivation. *West Science Interdisciplinary Studies*, 1(08), 690–701. <https://doi.org/10.58812/wsis.v1i08.468>
- Nurmala, I., Irianto, S., Franchisca, S., Amsa, H., & Susanti, R. (2023). Technology-Enhanced Language Learning: A Meta-Analysis Study On English Language Teaching Tools. *Journal on Education*, 6(1), 2188–2195. <https://doi.org/10.31004/joe.v6i1.3221>
- Pate, S. R. (2021). *Effect of Digital-learning on Academic achievement of secondary school students*. April 2019, 1–33.
- Subroto, D. E., Supriandi, Wirawan, R., & Rukmana, A. Y. (2023). Implementation of Technology in Learning in the Digital Age: Challenges and Opportunities for Education in Indonesia [Implementasi Teknologi dalam Pembelajaran di Era Digital: Tantangan dan Peluang bagi Dunia Pendidikan di Indonesia]. *Jurnal Pendidikan West Science*, 1(07), 473–480.
- Yesgat, D., Melesse, S., Andargie, D., & Beyene, B. B. (2023). Effects of technology-integrated chemistry instruction on students' academic achievement and retention capacity. *Journal of Education and Learning*, 17(4), 696–709. <https://doi.org/10.11591/edulearn.v17i4.21055>
- Yilmaz, R.M., Topu, F.B. & Takkaç Tulgar, A. (2022). An examination of vocabulary learning and retention levels of pre-school children using augmented reality technology in English language learning. *Educ Inf Technol*, 27, 6989–7017.
- Yuliantari, I. G. A. W., Padmadewi, N. N., & Budasi, I. G. (2021). The Implementation of Learning Vocabulary Using Flashcard for Young Children Through Google Classroom. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(3), 271. <https://doi.org/10.23887/jpbi.v9i3.38289>