



Effects of contextual teaching and learning-based instruction with digital learning tools on writing competency of upper secondary students

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Abstract

This research aimed to (1) compare the writing competency of students before and after learning through contextual teaching and learning-based instruction with digital learning tools, and (2) analyze changes in the writing competency of upper secondary students after learning through contextual teaching and learning-based instruction with digital learning tools. The participants were 40 Grade 11 students from an extra-large school under The Secondary Educational Service Area Office Nakhon Si Thammarat. The research materials were writing tests, questionnaire on attitude towards writing, individual writing competency records, student learning records, and lesson plans. The data obtained were analyzed by mean, standard deviation, and t-test. The research findings indicated that (1) students' scores were higher after the implementation of contextual teaching and learning-based instruction with digital learning tools, statistically significant level of .05, (2) all components: knowledge, skills, and attitudes improved after learning through contextual teaching and learning-based instruction with digital learning tools.

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Introduction

This research aimed to (1) compare the writing competency of students before and after learning through contextual teaching and learning-based instruction with digital learning tools, and (2) analyze changes in the

writing competency of upper secondary students after learning through contextual teaching and learning-based instruction with digital learning tools. The participants were 40 Grade 11 students from an extra-large school under The Secondary Educational Service Area Office Nakhon Si Thammarat. The research materials were

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writing tests, questionnaire on attitude towards writing, individual writing competency records, student learning records, and lesson plans. The data obtained were analyzed by mean, standard deviation, and t-test. The research findings indicated that (1) students' scores were higher after the implementation of contextual teaching and learning-based instruction with digital learning tools, statistically significant level of .05, (2) all components: knowledge, skills, and attitudes improved after learning through contextual teaching and learning-based instruction with digital learning tools.

Introduction and Literature Review

Writing competency is a crucial aspect of communication competency, encompassing the ability to organize information, convey knowledge, and deliver thoughts and feelings to others. This proficiency relies on the ability to write via appropriate process, and a positive attitude that enables to produce effective written work (Ismail & Sabil, 2019; Ministry of Education, 2008; Ratminingsih et al., 2018; Skar & Aasen, 2021; Tari & Dianita, 2023; Tribble, 1996). Writing competency consists of three main components: knowledge, skills, and attitude (Skar & Aasen, 2021). Furthermore, writing competency holds significant importance for learners of all levels as it equips them to communicate within specified contexts via writing skill. Moreover, the assigned topics should meet students' expectations and allow them to utilize the language accurately and appropriately. It can be said that one who is considered as a proficient writer would have more opportunity to be employed (Isnin, 2017; Organisation for Economic Co-operation and Development, 2005; Tribble, 1996).

Even though current basic education curricula aim to enable learners to learn and develop writing skills at all levels, the ability to write does not meet the goal. Thus, the researchers have studied previous research and gathered information on the teaching of writing and writing problems from Thai teachers who have been teaching high school students in various schools under the Office of the Basic Education Commission. Several writing problems among students have been identified (Graham et al., 2020; Intharakasem, 2020; Petcharat, 2017; Thongjun, 2017; Umedilloevna & Olimovna, 2023). These problems are comprised of various aspects, for example (1) writing format, (2) content presentation, (3) organizing thoughts, and (4) language usage.

As previously mentioned, those problems are probably from students' negative attitudes towards

writing, unfamiliar topics, inadequate knowledge or experiences to serve as creative writing inputs, and inappropriate teaching practices. Additionally, are a lack of various teaching methods, insufficient teacher skills in organizing effective learning activities, limited student-involvement in learning activities, a lack of hands-on practice, and a lack of valuable feedback for writing improvement.

With regard to the problems, the researchers conducted a study based on related documents and previous research papers on the development of writing competency. It is considered that Contextual Teaching and Learning (CTL) is the approach that can be employed to enhance students' writing competency. Moreover, this approach encourages educators to connect subject content with real-life writing situations that help students integrate what they have learned to their real lives. This approach also helps students achieve a profound understanding and promotes long-term retention of knowledge and skills. Additionally, CTL enables students to apply their acquired knowledge appropriately in the future and raises awareness of the significance of their knowledge. Furthermore, CTL cultivates a commitment to practical application, ultimately resulting in meaningful and beneficial learning experiences (Artiza, 2017; Berns & Erickson, 2001; Hudson & Whisler, 2007; Hull, 1999). The implementation of CTL approach into writing class allows students to learn both the fundamentals of writing and engage in practical writing exercises. According to the previous research findings, CTL can help develop writing skills as well as foster a positive attitude toward writing (Hasani, 2016; Jubhari et al., 2022; Pongpajon, 2020; Satriani et al., 2012;).

CTL cannot only enhance students' writing competency in terms of knowledge, skills, and attitude, but it also motivates students to write. (Atsawatrakunwong, 2018; Chusanachoti, 2016; Graham et al., 2007). To promote students to be able to write effectively, the researchers have explored instructional strategies from textbooks, literature review about effective digital learning tools in developing students' writing competency and the way to foster a positive attitude towards writing.

According to scholars and various organizations, the meaning of digital learning tools refers to software and platforms for teaching and learning that can be used on computers or smartphones. They enable collaborative work with texts, images, audio, and videos. These tools also include programs for editing digital content, collaborating, and sharing resources with others (Interactive Teaching in Languages with Technology, 2017).

Furthermore, Kongmanus (2018) states that digital learning tools are programs or applications designed for individual or group learning. Users can access them via the internet connection through computers, tablets, or smartphones.

Moreover, digital learning tools serve as convenient tools for seeking knowledge and self-development in various areas such as knowledge, skills, critical thinking, and attitudes. They can be used to create, present, share, exchange, and contribute value to their own knowledge to the public. Additionally, digital learning tools can be used for communication and interaction with others anytime, anywhere (Phoodee, 2020). Digital learning tools are widely mentioned as they stimulate curiosity, increase engagement and better understanding, and increase learning outcomes. It is seen that the integration of technology into the teaching and learning process activates students to learn better (Kilpatrick, 2014).

Nowadays, students are living in the digital age where traditional writing methods with pen and paper are gradually being replaced by digital tools. It can be said that digital writing tools are more convenient and efficient in terms of promoting writing skills (Chusanachoti, 2016). Thus, modern digital technologies are applied into classroom. Those digital learning tools re available via software or applications for self-directed learning, enhancing individuals' knowledge and skills, promoting thinking abilities, and increasing positive attitudes. Moreover, digital learning tools promote both individual and group-based learning that help students share ideas, create a piece of work, present to their friends, and so on (Kongmanus, 2018; Interactive Teaching in Languages with Technology, 2017; Phoodee, 2020). Therefore, utilizing digital learning tools in classes to develop students' writing abilities is seen as an effective method to prepare a real-world writing environment (Collins et al., 2019; Donaldson & Kötter, 1999). This method also provides opportunities for students to develop their writing skills via familiar topics that can motivate them to

write as well as raise positive attitudes towards writing. Moreover, research papers and academic articles related to digital learning tools show that these tools can enhance various types of writing skills, promote collaboration in writing, boost student interaction, motivate students, and foster a positive attitude towards writing (Freiermuth, 2001; Graham et al., 2007; Kern, 1995; Kongmanus, 2018; Pennington, 2004).

As stated earlier, the researchers integrate the contextual teaching and learning (CTL) approach with digital learning tools into writing instruction for high school students. This combination of strategies aims to enhance students' writing competency. In this study, there are 2 research questions:

1. Does implementing contextual teaching and learning with digital learning tools improve upper secondary students' writing competency?

2. How does the writing competency of upper secondary students change after the implementation of contextual teaching and learning with digital learning tools?

Conceptual Framework

The framework of this study was developed by using contextual teaching and learning- based instruction with digital learning tool as presented in [Figure 1](#).

Methodology

This study employed a pre-experimental, one-group pre- and posttests design. The researcher applied the Contextual teaching and learning-based (CTL) approach with digital learning tools to compare the writing competency of high school students toward CTL-based instruction with digital learning tools before and after the experiment and to analyze the changes in writing competency of high school students toward CTL-based

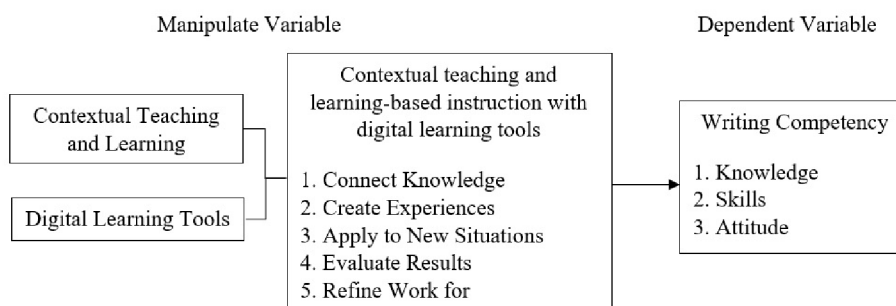


Figure 1 Conceptual Framework

instruction with digital learning tools.

The instruction lasted for 8 weeks. Quantitative data were collected by pre- and posttests. The writing ability tests and the questionnaire on attitude were used to compare writing competency before and after the experiment. Qualitative data were collected by students' writing performance records and students' learning records to analyze the changes in writing competency of the experimental group.

Participants

The population for this study consisted of high school students from various schools under the Nakhon Si Thammarat Secondary Educational Service Area Office. The participants were 40 Grade 11 students from mixed-ability Thai language classes at these schools. They were selected using a multi-stage random sampling technique.

According to the Ministry of Education, secondary schools with no more than 45 students per class and mixed-ability classrooms were eligible for recruitment. Grade 11 students were chosen as participants because the approach is suitable for grade 11 lessons, and they can apply this knowledge with other subjects and their further education. The participants were selected through simple random sampling by drawing lots to choose one classroom for the study.

In terms of ethical considerations, the participants had the right to withdraw at any time, and their personal information was kept confidential.

Data Collection

This research received ethical approval from the Office of the Research Ethics Review Committee for Research Involving Human Subjects at Chulalongkorn University. The study utilized two types of instruments: research instruments and instructional instruments.

There were four research instruments in this study.

1. **Writing Ability Tests:** These research instruments were used to collect quantitative data to measure writing ability before and after the intervention. The tests had 21 items with the total scores of 40. The tests were comprised of 2 parts. Part 1, there were 20 items of four- multiple-choice questions. Each item contained 1 score (20 points in total). The difficulty level of the test ranged from 0.23–0.77. The discriminant index ranged from 0.20–0.60, and the reliability level was 0.74. Part 2, it was a 500–1,000-word-essay (20points). With regard to part 2 of the test, the researchers evaluated students' writing competency via 4 criteria: content presentation,

thought organization, language use, and writing format and mechanics. With regard to the interrater reliability, Pearson correlation coefficient was used, revealing a value of 0.898. The rubric was adapted from the essay writing ability of Atsawatrakunwong (2018) and Rueangkitchanan (2016). The rubric and criterial was submitted to three experts to evaluate the Index of Objectives Congruence (IOC). The results revealed 0.67 and 1.00, which were acceptable.

2. **Questionnaire on attitude toward writing:** This instrument was used to collect quantitative data to measure the attitude of students at the end of the intervention. There were 20 items in the questionnaire with 5-point Likert scale (5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree). The questionnaire consisted of 13 affirmative and 7 negative statements. It covered three aspects (1) 7 items on thoughts about writing, (2) 7 items on feelings about writing, and (3) 6 items on behaviors about writing. The questionnaire was submitted to three experts for the IOC. The results showed 0.67 and 1.00, which was acceptable. The researchers tried out the research materials with students who did not take part in the research but who had similar characteristics to the participants. The reliability of the questionnaire was then evaluated by Cronbach's alpha coefficient. The results showed that the reliability was .97.

3. **Individual Student Writing Performance Record:** This research instrument was used to collect qualitative data by the teacher after grading each type of essay writing. There were 4 types of essays in total. This instrument was used to study the changes in students' writing performance. It was adapted from the Individual Student Prose Writing Ability Record of Tiacharoen (2021). The record consisted of two parts: Part 1 was general information of each student. Part 2 was student's writing performance. The Individual Student Writing Performance Record was submitted to three experts for the IOC, and the IOC result was 1.00

4. **Learning Logs:** This instrument was used to collect qualitative data. Students were asked to complete the record after each session. The student learning record consisted of two parts. Part 1 was general information of the students. Part 2 was about what students learned via CTL-based instruction with digital learning tools. This research material was submitted to three experts, and the result of IOC was 1.00.

In terms of instructional materials, there were four lesson plans for four different types of writing: essays, documentaries, speech for different occasions, and advertisements. Each lesson plan consisted of four

periods of learning (50 minutes each). With regard to the IOC, the results from the experts revealed 1.00. The researchers then tried out the lesson plans with students who were similar to the participants of the study. The students suggested to have a strict rule for those who need to assess their friend's writing within the time provided in order to spare some time for the writer to edit his/her writing.

In terms of the intervention and data collection procedures, this study took 8 weeks to cover four-period-lesson plans (50 minutes each). There were 40 participants who partook in this study. Both quantitative and qualitative data were collected. The researchers collected the data via the following materials.

1. Pre-test: The participants completed the pre writing test and the questionnaire on the attitude toward writing before the intervention. The pre-test took 120 minutes to complete. The scores of the pre-test were not used to measure the participants' writing abilities.

2. Instruction: In weeks 1-8, the researchers instructed the participants to develop their writing competence using a contextual teaching and learning-based (CTL) approach with digital learning tools. Referring to the lesson plans, the instruction covered 4 types of writings: essays, documentaries, speech for different occasions, and advertisements. Each unit took four periods of learning (50 minutes each).

3. Learning Logs: The participants completed learning logs at the end of each unit.

4. Individual Student Writing Performance Records: The researchers recorded the participants' writing performance via the individual student writing performance records at the end of each unit.

5. Post-test: In week 8, the participants were asked to complete the post writing test and the questionnaire on the attitude toward writing again after the intervention. The post-test was parallelly designed to the pre-test. The post-test took 120 minutes to complete.

The intervention and data collection procedures could be briefly presented as in the following [Table 1](#).

Table 1 The Research Procedures

Weeks	Activities
1	Conducted the pre-test and questionnaire on the attitude toward writing
1-2	Unit 1: Essays
3-4	Unit 2: Documentaries
5-6	Unit 3: Speech for Different Occasions
7-8	Unit 4: Advertisements
8	Conducted the post-test and questionnaire on the attitude toward writing

Data Analysis

In this study, the researchers analyzed both quantitative and qualitative data. Quantitative data were obtained from the writing performance from the pre- and post-writing tests and the questionnaire on the attitude toward writing. Descriptive statistics were used to analyze the data: mean, standard deviation, and t-test. For qualitative data, the data were obtained from the learning logs and the individual student writing performance records that were collected at the end of each unit were analyzed to see the changes of the participants' writing competence in all three components: knowledge, skills, and attitude.

Results

The purposes of this study were (1) to compare students' writing performance before and after using CTL with digital learning tools and (2) analyze changes in the writing competency of upper secondary students while receiving contextual teaching and learning-based instruction with digital learning tools. The results of this study are presented in [Table 2](#).

As presented in [Table 2](#), the students had significantly higher average writing performance scores in all three components at the end of the intervention. With regard to

Table 2 Comparison of students' writing performance before and after using CTL with digital learning tools

Writing Competency	Total Scores	Before		After		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
1. Knowledge	20	8.60	2.22	13.38	2.27	27.52	.00*
2. Skill	20	8.38	1.87	12.99	1.88	36.26	.00*
3. Attitude	5	2.57	.63	3.86	.30	21.14	.00*

Note: * $p < .05$

knowledge, the pre-test scores were ($M = 8.60$, $SD = 2.22$) and the post-test scores ($M = 13.38$, $SD = 2.27$); $p < .05$. In terms of skill, the pre-test scores were ($M = 8.38$, $SD = 1.87$) and the post-test scores ($M = 12.99$, $SD = 1.88$); $p < .05$. And for attitude, the pre-test scores were ($M = 2.57$, $SD = 0.63$) and the post-test scores ($M = 3.86$, $SD = 0.30$); $p < .05$.

With regard to the changes in the writing competency of high school students via CTL with digital learning tools, three main components were discussed.

Knowledge and skills ran parallelly. According to the analyzed data, the students had no background knowledge under the topic they were asked to write in the first two writing tasks. To be more obvious, the students were not able to select information related to the topic, and organize the ideas either. In addition, they produced incomplete sentences, used wrong punctuation, and misspelled many words. However, the students did a lot better for the other two writing tasks. For task 3 and 4, the students were able to select related information under the topic they were asked to complete. In addition, they were able to provide details, organize ideas appropriately, produce complete sentences, use correct punctuation, and spell words correctly.

In terms of attitudes, the data analysis revealed that the students were not aware of the importance and benefits of writing when they were assigned to complete their writing task 1. Additionally, they neither had good emotions nor positive behaviors towards writing. In writing task 2, the students began to be aware of the importance and benefits of writing. Their emotions and behaviors towards writing became positive. And, the students were aware of the importance and benefits of writing during writing task 3 and 4. Additionally, their emotions and behaviors towards writing were obviously positive. The following excerpts were from learning logs before conducting the research.

“การเขียนความเรียงเป็นเรื่องเสียเวลา และไม่จำเป็นต่อการเรียน”

(“It was a waste of time to write an essay and it was not necessary”)

(นักเรียนคนที่ 5 ครั้งที่ 1)

(Student 5, 1st time)

“การเขียนความเรียงไม่ใช่สิ่งที่จำเป็นกับเด็กม.ปลาย ยังไม่ได้ใช้ประโยชน์ในชีวิต”

(“Writing an essay was neither necessary for high school students nor would it apply in real life”)

(นักเรียนคนที่ 7 ครั้งที่ 1)

(Student 7, 1st time)

In addition to this, the following excerpts were from learning logs presented how changes occurred.

“การเขียนความเรียงจำเป็นต่อการเรียนและมีประโยชน์ต่อชีวิตมากกว่าที่คิด

สามารถสร้างรายได้ระหว่างเรียนได้ด้วย ควรฝึกฝนให้ทำได้จริง”

(“Writing an essay was necessary and beneficial for my studies. Also, it could help make money during the studies. Thus, we should practice to write an essay”)

(นักเรียนคนที่ 5 ครั้งที่ 4)

(Student 5, 4th time)

“การเขียนความเรียงเกี่ยวข้องกับชีวิตและมีประโยชน์ ทั้งในการเรียนวิชาภาษาไทย การสมัครเรียนต่อระดับมหาวิทยาลัย และการประกวดต่าง ๆ”

(“Writing an essay associated with my life. Also, it was beneficial for learning Thai subject, studying in a university, and participating in any competition”)

(นักเรียนคนที่ 7 ครั้งที่ 3)

(Student 7, 3rd time)

Discussion

Contextual Teaching and Learning-Based Instruction with Digital Learning Tools on Writing Competency to Develop Students' Writing Skills

The study found that the students' writing competency after learning via CTL with digital learning tools was significantly higher than before in all components; knowledge, skills, and attitudes at a statistical significance level of .05. In addition, CTL with digital learning tools can solve students' writing skill problems. That is to say, the 5 steps of CTL with digital learning tools are clear, and those steps are integrated with digital learning tools that cover 3 main components to develop writing competency: knowledge, skills, and attitudes. To begin with knowledge, the students' background knowledge is activated. This allows them to link their previous knowledge to the current knowledge that is related to their real-life contexts. This makes the students aware of the importance of writing better when they link their prior and current knowledge. Another step is creating experience. This step allows the students to gain direct experiences that occurred in the classroom. The students can understand and construct new knowledge from the activities organized by the teacher. In addition, this step leads the students to acquired important knowledge and skills to help them write. Applying to a new situation is another step. The students try to apply what they have learned to new situations related to their real lives. The teacher assigns the students tasks, and the tasks are related to the students' real-life situations. This step truly allows students to practice their writing skills based on their real-life situations. The next step is evaluation. Both the teacher and the students evaluate the writing tasks using writing criteria and provide useful feedback

This allows the students to edit their writing tasks via the feedbacks to improve their writing skills. This is the development of both knowledge and writing skills at the same time. The last step is completing the writing task. The students are allowed to revise their writing task until it is completely finished, and then publish their writing task. This allows students to develop all 3 components: knowledge, skills, and attitudes.

According to the previous discussion, the information is related to the results of previous studies. Jubhari et al. (2022), Hasani (2016) and Satriani et al. (2012) found that teaching writing using CTL is a successful method for developing students' writing skills. It also makes students have more positive attitudes towards writing (Pongpajon, 2020). Additionally, Satriani et al. (2012) found that CTL is beneficial in making students participate in writing activities, increase students' motivation to participate in writing classes, help students create written work, help students overcome the problems in writing, help students to exchange or interact with friends, and help students summarize the lessons.

Students outperform after learning through CTL with digital learning tools

The research findings revealed that the students who learned through CTL with digital learning tools showed positive changes in their writing competency in all three components: knowledge, skills, and attitudes.

The students' writing competency in terms of knowledge and skills improve significantly during four assessments. It can be said that CTL with digital learning tools is an effective teaching approach in enhancing students' knowledge of writing. With regard to the 5 steps of CTL teaching approach, the first step is linking knowledge. The students are activated and guided to connect their prior knowledge to the current knowledge. This step aligns with the constructivist theory of learning, which emphasizes the continuous nature of learning through the exploration, organization, and integration of information with prior knowledge (Hudson & Whisler, 2007).

The second step is creating experiences. Students analyze sample written works provided by the teacher, focusing on content and essential knowledge for effective writing. Then, they summarize the key points using digital tools, such as the Padlet platform. With Padlet Platform, all the students were allowed to share their ideas and everyone could have discussions via those shared ideas at the same time. This step also allowed the students to discover knowledge through

teacher-facilitated activities. Crawford (2001) asserts that contextual learning emphasizes student-centered knowledge construction, leading to meaningful learning and a deeper understanding of the subject matter. In addition, Itsaraprida (2004) pointed out that meaningful learning and the connection of prior experiences with new knowledge enable faster and more enduring learning.

The third step is applying to new situations. This step prompts students to apply their constructed knowledge to new writing scenarios. Furthermore, the teacher helps to practice applying knowledge to new situation via assigned activities in class. Another platform named Medium was applied to allow the students to write their own essays.

The fourth step is evaluation. This step allows both students and teachers to evaluate the written tasks and provide constructive feedback to themselves and their peers. In this step, the Medium platform provided some comments. Thus, this step encourages the students to learn from their peers' mistakes and give constructive feedback at the same time. Johnson (2002) and Muller (2012) explain that assessment promotes genuine learning by providing opportunities for students to demonstrate their true knowledge through practical writing skill which is editing mistakes. In addition, Sherman (1994) asserts that feedback is crucial for learning as it facilitates the improvement of written work. This finding is further supported by Paulus's (1999) research, providing feedback on written work leads to significant improvements in students' writing skills.

The final step is completing the writing task. This step allows students to revise their written task until it is completely finished. Additionally, this step allows them to check the accuracy of their writing task before publication. The completed writing tasks were then published on social media platforms including Facebook and Medium.

As previously stated, applying to new situations, evaluation, and completing the writing tasks steps emphasized collaborative learning strategy. Those steps encourage students to exchange ideas, interact, and communicate with their peers. Crutkong (2013) emphasizes that students' knowledge should be constructed and applied related to their real-life situations. Additionally, the activities in each step encourages students to review and repeat until they are familiar with the skill.

With regard to the use of digital learning tools, it is suggested students use Popplet as a platform to write the essays, and Medium as a platform to write documentaries. These platforms facilitate students to practice writing

skills. According to Atsawatrakunwong (2018), training students to plan and prepare the outline can help students organize the ideas before writing. Purcell et al., (2013) mention that digital learning tools for writing make the editing process easier. Furthermore, numerous research studies have found that students who use technology for writing can produce longer and higher-quality texts (Goldberg et al., 2003; Little et al., 2018; Sessions et al., 2016; Wollscheid et al., 2016). Additionally, integrating digital tools into writing class can enhance students' writing skills (Aktas & Akyol, 2020; Nobles & Paganucci, 2015; Tandiana et al., 2017).

In terms of attitudes, CTL integrated with digital learning tools indicate positive attitudes toward writing. To begin with the first step, linking knowledge helps students establish connections between their prior knowledge and new knowledge. For step two, creating experiences allows students to analyze the components of written works and follow the writing process. In step three, applying to new situations provides students the opportunities to apply the knowledge gained from the previous step to new contexts through practical assignments relevant to their real-life experiences. When students aware of the importance, significance, and usefulness of applying content to real-world scenarios, they will have positive attitudes towards writing. During step four, evaluation allow students to get feedback from teachers and peers. This can help them develop and improve their writing tasks. Lastly, completing the writing allows students to revise their writing task until it is completed. This step is related to Atsawatrakunwong's (2018) research, whereby allowing students to correct writing errors can enhance their confidence and reduce anxiety during writing practice, as well as promote positive attitudes towards writing. Additionally, those steps and digital learning tools create a writing environment, motivate students to write, and increase positive attitudes (Collins et al., 2019; Donaldson & Kötter, 1999; Sessions et al., 2016)

Conclusion

Writing skill is considered as a crucial competency. Moreover, writing skill acts as an essential tool that enables students to learn and communicate effectively through writing. Contextual teaching and learning integrated with digital learning tools can effectively enhance students' writing competence. The findings of this study on contextual teaching and learning integrated with digital learning tools emphasizes the effectiveness of CTL approach with the aim of activating students to learn

new things via their real-life situations. Furthermore, CTL provides students the opportunities to actively participate in the teaching and learning environment. CTL also promotes positive attitudes towards learning, motivates students to learn, raises awareness of the value of learning, promotes sustainable learning, and prepares students to apply their knowledge in real-world situations.

As a result, CTL can help students develop comprehensive writing competence in terms of knowledge, skills, and attitudes. Additionally, CTL enables students to produce effective and high-quality written work as well as they can gain proficiency in using digital tools. Therefore, if teachers can adapt these guidelines to enhance their teaching practices, they can create effective learning environments that play a pivotal role in shaping and developing students into high-quality human resources for the nation.

Recommendation

In terms of the implications, any teacher who is interested in applying CTL with digital learning tools to teach their students should select platforms that provide clear steps for students to follow, and those platforms should be charged. Whenever, the students can access those learning platforms anywhere and anytime, they will be willing to learn. Importantly, the teacher should monitor and facilitate students' learning progress. In addition, the teacher should provide a clear example of each type of writing task, for example essay, documentary, speech for different occasion, and advertisement. This will help students understand and visualize the writing process. Additionally, the teacher should utilize applicable innovations that promote students' writing skills.

The writing tasks used in this research were only essays. Therefore, those interested can adapt the CLT with digital learning tools to experiment with other types of writing tasks.

Conflict of Interest

The authors declare that there is no conflict of interest.

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