

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, as the last chapter of the research, the researcher provides conclusions and suggestions. Conclusions include from several findings that have been discussed in the previous chapter and suggestions contain recommendations after conducting this research.

A. Conclusion

Based on the data analysis that has been presented in the previous chapter, it can be concluded that the use of the Threads application can enhance students' writing skill in exposition text in SILC (Skapsa International Language Class) at SMK PGRI 1 Kediri by using Threads application. Through interactive activities using Threads, students can understand the structure and purpose of the exposition text. This statement can be proven by the results of students' writing scores. To be considered successful, students' scores must exceed the success criteria. The average student score must be above 75 with the percentage of successful students is 85%.

In the process of classroom action research such as planning, acting, observing, and reflecting, researchers invited students to conduct interactive learning activities using a new social media called Threads. Some of the activities were students commenting their opinions on a video that had been posted by the researcher, creating an example of exposition text together, making their outline, writing an exposition text and uploading it, and providing corrective comments on their friends' writing.

Before carrying out the activity, the researcher conducted a preliminary study test and the average score of students was 60.22 with successful students only 4 out of 18 students or 22.22%. then in cycle I after implementation, the average score of students was 75.5 with successful students were 11 out of 18 or 61.1%. Furthermore in cycle II, the average score of students was 80.1 with the percentage of success was 94.4% which means 17 out of 18 students have successfully reached the success criteria.

From these results it can be seen that there was a significant increase in scores. In the preliminary study test, students' scores had not reached the success criteria, so the researcher conducted a study. In cycle I, the average score of students had reached the success criteria, but the percentage of successful students was still below expectations. Therefore, the researcher continued to cycle II where both the average score and the percentage of students who passed had exceeded the success criteria.

B. Suggestion

Based on the use of Threads application in enhancing students' writing skill, the researcher would like to give suggestions to students, teachers, and other researchers as follows:

1. For teachers

Teachers can consider using social media such as Threads in English language learning. Threads can provide interesting teaching and learning activities for students as they are familiar with the application. Moreover, Threads can encourage students to be more collaborative in learning. Teachers can create a writing activity that requires students to make arguments, write texts, and provide

feedback. However, the teacher must provide clear examples and guidance to the students.

2. For students

Students can use the Threads app as a place to learn. Learning can be anywhere including in social media. Students must actively participate in learning such as giving opinions, creating writing outlines, and correcting friends. That way students can improve their writing skills and increase their understanding of writing structure, vocabulary, and critical thinking.

3. For other researchers

This study can be used as a reference and opportunity for other researchers who want to examine the use of social media in English language learning. Other researchers can conduct research that explores Threads as a new social media to improve skills in English. However, it is expected that other researchers look at the shortcomings that exist in this study in order to conduct better research.