

**THE IMPLEMENTATION OF THREADS APPLICATION TO
ENHANCE STUDENTS' SKILLS IN WRITING RECOUNT
TEXT AT THE SECOND GRADE OF SMAN 4 PALOPO**

A Thesis

*A thesis submitted to the English Language of S1 Education Department of
State Islamic University of Palopo in Partial Fulfillment of Requirement for
S.Pd Degree in English Education*



UIN PALOPO

Proposed By:

Rini Anggraeni Kumala Sari

REG. NUM. 2102020028

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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Regards,

Rini Anggraeni Kumala Sari

THESIS APPROVAL

This thesis entitled The Implementation of Threads Application to Enhance Students in Writing Recount Text at the Second Grade of SMAN 4 Palopo, Which is written by Rini Anggraeni Kumala Sari, Registration Number 2102020028, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 3rd June 2025/Zulhijah 7th 1446 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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In the name of Allah SWT. Who has bestowed grace, guidance, physical and spiritual, so that the researcher can finish this thesis with the title “The Implementation of Threads Application to Enhance Students’ Skills in Writing Recount Text at The Second Grade of SMAN 4 Palopo”.

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The researcher recognizes this thesis not perfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis can provide benefits for students of SMAN 4 Palopo, students of English Study Program and English teachers, as well as the readers especially to improve the learning of writing recount texts. The researcher hopes that this thesis can be useful for everyone

Finally, the researcher prays to Allah SWT, and gives appreciation to all those who have helped the researcher, the researcher hopes that he will be blessed and get the abundance of grace and guidance of Allah SWT.

Palopo, 3rd June 2025

The Researcher

Rini Anggraeni Kumala Sari

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ABSTRAK

Rini Anggraeni Kumala Sari, 2025. *“Implementasi Aplikasi Threads untuk Meningkatkan Keterampilan Siswa dalam Menulis Teks Recount di Kelas XI SMAN 4 Palopo”*. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Rustan, S dan Nurhayati Usman.

Penelitian ini berfokus pada penerapan Aplikasi *Threads* untuk meningkatkan kemampuan siswa dalam menulis *recount text* di kelas dua SMAN 4 Palopo. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) oleh Kemmis dan Taggarts. Sampel penelitian terdiri dari 24 siswa kelas dua. Prosedur penelitian menggunakan dua siklus, yaitu siklus I dan siklus II untuk menentukan cara yang efektif dalam mengajarkan kosakata. Instrumen penelitian yang digunakan adalah tes kemampuan terpadu dan observasi. Tes kemampuan bahasa Inggris digunakan untuk mengetahui seberapa baik siswa memahami materi yang telah diajarkan, sedangkan observasi memberikan data atau informasi tentang siswa. Hasil dari penelitian ini menunjukkan bahwa Siklus II lebih baik dari Siklus I. Hal ini dapat dilihat dari nilai rata-rata siswa pada hasil tes sebelum pelaksanaan siklus (59,58%), Siklus I (71,34%), dan Siklus II (84,41%). Lebih lanjut, cara yang tepat untuk mengajarkan menulis *recount text* menggunakan aplikasi *Threads* adalah: a) peneliti memberikan motivasi, seperti memberikan umpan balik antara guru dan siswa. b) peneliti memberikan contoh soal dan memberikan perhatian khusus kepada siswa dalam menulis teks recount. Oleh karena itu, peneliti menarik kesimpulan bahwa siswa mendapat manfaat dari menulis menggunakan aplikasi *Threads* karena tidak hanya kemampuan menulis mereka yang meningkat, tetapi mereka juga dapat meningkatkan kemampuan berbicara, kosakata, dan membaca.

Kata kunci: Aplikasi *Threads*, Keterampilan Menulis, Teks Cerita Ulang

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ABSTRACT

Rini Anggraeni Kumala Sari, 2025. *"The Implementation of Threads Application to Enhance Students' Skills in Writing Recount Text at the 2nd Grade of SMAN 4 Palopo"*. Thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies (IAIN) Palopo. Supervised by Rustan, S. and Nurhayati Usman.

This study focuses on the implementation of the Threads application to improve students' skills in writing recount texts in the second grade of SMAN 4 Palopo. The research employed the Classroom Action Research (CAR) model proposed by Kemmis and Taggart. The sample consisted of 24 second-grade students. The research was conducted in two cycles, Cycle I and Cycle II to determine effective strategies for teaching vocabulary. The instruments used in the study were integrated skill tests and observation sheets. The English language tests assessed students' understanding of the material taught, while the observations provided supporting data on student behavior and engagement. The results showed that students' performance improved significantly in Cycle II compared to Cycle I, with average test scores increasing from 59.58% (pre-cycle), to 71.34% (Cycle I), and 84.41% (Cycle II). Furthermore, effective methods for teaching recount text writing using the Threads application included: (a) providing motivation through feedback between teacher and students, and (b) offering model examples and close guidance in writing. Therefore, the researcher concludes that students benefited from writing using the Threads application, as it not only enhanced their writing skills but also contributed to improvements in speaking, vocabulary, and reading abilities.

Keywords: Threads Application, Writing Skills, Recount Text

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الملخص

ريني أنغرايني كومالا ساري، ٢٠٢٥. "تطبيق برنامج Threads في تعزيز مهارة الطلاب في كتابة النص السردى لطلاب الصف الثاني بالثانوية العامة الرابعة بمدينة فالوفو". رسالة جامعية برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو، تحت إشراف: أ. د. رستان ونور حياتي عثمان.

يركّز هذا البحث على توظيف تطبيق "Threads" لتحسين مهارة الطلاب في كتابة النص السردى لدى طلاب الصف الثاني بالثانوية العامة الرابعة بمدينة فالوفو. اعتمدت الباحثة على منهج البحث الإجرائي الصفي بحسب نموذج كيميس وتاجارت، وبلغ عدد عينة الدراسة ٢٤ طالبًا. نُفذت الدراسة في دورتين (الدورة الأولى والدورة الثانية) لتحديد الطريقة الفعالة في تعليم المفردات. واستخدمت الباحثة أدوات البحث المتمثلة في اختبار الكفاءة وملاحظة الصف. يهدف اختبار اللغة الإنجليزية إلى قياس مدى استيعاب الطلاب للمادة التعليمية، في حين توفّر الملاحظة بيانات نوعية عن أداء الطلاب. أظهرت نتائج الدراسة أن الدورة الثانية أكثر فعالية من الدورة الأولى، ويتضح ذلك من متوسط درجات الطلاب في الاختبار القبلي (٥٩,٥٨٪)، وفي الدورة الأولى (٧١,٣٤٪)، وفي الدورة الثانية (٨٤,٤١٪). وتتمثل الطريقة المناسبة لتعليم كتابة النص السردى باستخدام تطبيق "Threads" فيما يلي: (أ) تحفيز الطلاب من خلال تعزيز التفاعل بين المعلم والطالب، (ب) تقديم أمثلة تدريبية مع متابعة دقيقة لأداء الطلاب في الكتابة. وعليه، خلصت الباحثة إلى أن استخدام تطبيق "Threads" يعود بفائدة كبيرة على الطلاب، ليس فقط في تحسين مهاراتهم الكتابية، بل أيضًا في تنمية مهاراتهم في التحدث، والمفردات، والقراءة.

الكلمات المفتاحية: تطبيق Threads، مهارة الكتابة، النص السردى.

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CHAPTER I

INTRODUCTION

A. Background

In the era of modernization like now, humans very dependent on technology. The term ‘technology’ is used to refer to electro mechanical systems used for language teaching (delivery modes). The technology in today’s fields of teaching is often associates with the use of the information and communication technology (ICT). Related to the reality about the technology used in learning, the teachers have big roles in making it successful or not. The teacher needs some skills in using those technology tools at school or university. Then to have a good result in using technology, the teachers should have a good attitude towards the technology used.¹

This makes technology become a basic need for every community. Lately, many students have open social media to find information and learning resources. In the world of education today the teaching and learning process does not only focus on delivering information collect by classroom walls, but in accordance with the times that social media requires educational processes, done in another virtual room. Social media is an important thing in English language teaching process and social media can be connector in delivering topic to students. In addition, social media also can improve students’

¹ Masruddin Asmid, The Importance of Using Technology in English Teaching and Learning, *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol.2 ,No.2,(December, 2014) <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/36>

motivation in English language teaching process.²

Language learning at the high school level covers four main competencies: reading, listening, writing, and speaking. This research focuses on writing skills. Writing turns into a technique of ideas regarding the development of ideas, considering ways to represent those ideas in effective writing, and organizing those ideas into concise sentences.³

Teaching writing is not easy, because not only the teacher should be creative in the teaching process but also the students have to produce language by themselves as a form of productive skill. So, the teacher should have a good strategy or media to make it easy for the students to start the learning writing in English. Therefore, attendance of Instagram as media in the learning process provides ease for teachers to accomplish the purpose of the learning process for students.⁴

For most English language learners, of the four macro skills of the language, it is the writing skill which they believe is the most difficult to perform compared to the other three skills: listening, speaking, and reading. There are a number of reasons why performing writing skill is difficult for them. One of them is that they are sometimes asked to write about the topics they have little knowledge of. Another reason is if they are not interested in the

² Abdul Basith, 'Instagram as Media in Teaching Writing Recount Text for Senior High School Students', *SALEE: Study of Applied Linguistics and English Education Vol.1 No.1*, (January 20, 2020):3, <https://doi.org/10.35961/salee.v1i01.66>

³ David Nunan, *Second Language Teaching and Learning with Technology*, 2 edition (Ireland, Teachers of English to Speakers of Other Languages, Inc. TESOL 2000), 369

⁴ Suci Ramawati, 'The Effectiveness Of Using Instagram As A Online Media', Apr 11, 2023, <http://repository.unbari.ac.id/2489/> 11

topics they are asked to write about. Furthermore, lack of vocabulary, low language level, and low self-confidence may also be a major hindrance to students' successful writing.⁵

There are four problems encountered by the students when they are ordered to write a text. They are problems in content, organizing, vocabulary, and grammar. First is content. It means that the students can not produce an effective text because they can not construct the main idea and supporting detail into a paragraph. Second is organizing. In organizing, the students can not organize paragraph into a good text. Third is vocabulary, sometimes, the students lack of vocabulary for constructing a good paragraph, so the students can not convey their ideas and opinion smoothly. Fourth is grammar, a good text describe a sentence structure correctly, and the paragraph has a good order of the words in sentence sequence. In other word, the students face many problems in writing English text. Their problems focus on the writing procedures, and they usually lack of vocabulary and grammar mastery to start writing English text.⁶

Knapp & Watkins claim that recount texts are sequential stories in the past which focus more than a sequence of a series of events. Furthermore, they stated that the most significant issue with writing recount text was the

⁵ Rusdiana Junaid, Rustan Santaria, An Excursion as a Great Medium of Writing Process to Teach Writing, *IDEAS:Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol.10 No.1 (June, 2022), https://d1wqtxts1xzle7.DAn_Excursion_as_a_Great_Medium_of_Writing.

⁶ Lim D. Morse et al., *Institutional Environment and Entrepreneurial Cognitions: A Comparative Business Systems Perspective*. *Entrepreneurship Theory and Practice*, Eleventh edition (Estonia, Wiley, 2010), 73.

usage of the simple past tense in word choice. In other words, students still require assistance when composing recount texts using the simple past because they lack the knowledge to choose the appropriate tenses, such as the past tense noun. So, simple past tense always becomes the most challenging for students to understand in writing skills, especially to write a recount text.⁷

Based on the observation and Interviews of the researcher with a teacher (Mr. Thomas Padandi) and student of the 2nd grade at SMAN 4 Palopo, the research to fulfill researcher subject in media and language learning, students, the teacher revealed that they had never practiced writing skills using Threads application as a writing learning medium, many students have lack interest in writing and him also confirmed that most of the students less motivation in writing ability. They always focus on their phone in learning process. Based on the interviews the research with the students, they said that lacked abilities grammar structure, and them are also lazy about writing in books, the feel bored.⁸

Finally, the researcher found problems about students' difficulties in writing, especially structure grammar and also students' learning motivation in writing. Therefore, the researcher used the threads application as a medium to overcome the problems faced by students.

Threads is a social media application where users can easily interact with people from around the world. The app offers users to post and share text,

⁷ Knapp P., and Watkins, M, *Genre, text, grammar. Technologies for teaching and assessing writing*. Fourth edition (Sydney: UNSW Press, 2005), 113

⁸ Observations and interviews with teachers and students at SMAN 4 Palopo, Thursday January 11, 2024 at 10:30 a.m.

images and videos, and interact with other users' posts through reply, repost and like. The app can be downloaded through the Google Play Store platform for Android device users and the Apps Store for iOS device users.⁹

In this research, the researcher focused on the use of Threads Application as a medium for the students to do their self-writing assignment in writing recount text to improve their writing ability. Because it making students more enthusiastic and more motivated in writing, especially in writing recount text. The teacher should be creative to design it in learning process. It became a new teaching and learning style in learning English. In addition, the difficulties faced by the students, such as lacking motivation, getting bored, or having no ideas, could be minimized because they enjoyed doing it. By having the curriculum, they used photos to engage students in writing responses or captions most direct equivalent photos.

B. Research Questions

The researcher formulated the question of the research and the researcher divided the following: Is the implementation of Threads Application can enhancing the students' writing skills' of recount text at SMAN 4 Palopo?

C. Purpose of the Research

Based on the research question, this research aims to determine the implementation of Threads Application can enhancing students writing skills' of recount text at SMAN 4 Palopo.

⁹ Indah Tri Handayania, Hafidzah, Analisis User Experience Pada Aplikasi Threads Menggunakan Metode User Experience Questionnaire (UXQ), *JUIT: Jurnal Ilmiah Teknik*, Vol.3, No.3, (January 14, 2024), <https://journal.admi.or.id/index.php/JUIT/article/view/1157>

D. Significance of the Research

This research is very important in two ways. It has both theoretical and practical significance as follows:

1. Theoretical Significance

The researcher should be able to provide a method for writing recount texts through Threads and contribute to the idea of teaching recount text writing through Threads App.

2. Practical Significance

a. For Teachers

This study is expected to inspire educators to plan engaging lessons around a dynamic and creative learning environment and provide educators with another option to teach writing using the more fun Threads App.

b. For Students

By using the Threads App, this study is expected to increase students' enthusiasm in learning English while improving their ability in writing recount texts.

c. For Other Researchers

For other researchers who are interested in teaching recount texts using Instagram Threads, this study is expected to be used as a new reference in English writing skills for other researchers by taking pieces of information from this study.

E. Scope of the Research

This research focuses on implementation an Instagram threads to write recount text for students of 2nd in the SMAN 4 Palopo, primarily by tells about events or incidents that have passed.

F. Definition of Key Terms

Key term definitions are essential to be given to avoid misunderstanding. This researcher was referring to the topic discussed in the present study. Some terms used need to be defined

1. Writing

Writing is a way for the writer to communicate their thoughts in a medium they and the reader can understand, such as paper, technology, and others. A writer also needs the imagination to prepare a piece of writing rapidly.

2. Recount Text

Recount text is a form of writing that recounts past events in a coherent order. The framework of the text includes an orientation as an introduction, a record of events as the core, and a reorientation as the concluding part..

3. Threads Application

Threads Application is new feature from instagram which is almost the same function as twitter. Through this feature, users can send and share a variety of visual content including videos, images information with followers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Releate Findings

There are some previous researches related to this research. These are:

Iswar with the title "*The Effectiveness of Instastory Instagram Media (IIM) in Developing Students ' English Skill at the First Grade of SMAN 3 Palopo*" used integrated skills tests and observation (CAR) methodology. The researcher was concluded there was a significant improvement in learners' English language skills. It showed that application Instagrams story feature serves as an effective educational tool for enhancing students' English proficiency through motivational content, interactive engagement, reciprocal feedback mechanisms, simplified questioning techniques, and fostering an enjoyable, dynamic learning environment that boosts student enthusiasm.¹⁰

A study by Peni Adytia entitled "*The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMP Negeri 1 Tulungagung*" was used an experimental method in the study, along with a quantitative approach. This study showed the treatment using instagram application as teaching media could be called succesfull. In addition, the findings of the researcher showed that the process of using instagram application motivated the students in writing recount text. The students were active and enjoy during the implemenataion in instagram application being

¹⁰ Iswar, The Effectiveness of Instastory Instagram Media (IIM) in Developing Students' English Skills at the First Grade of SMA Negeri 3 Palopo, May 24, 2021, [http://repository.iainpalopo.ac.id/id/eprint/3131/ 5](http://repository.iainpalopo.ac.id/id/eprint/3131/5)

teaching media.¹¹

Ningrum Rani Rabania "*The Effectiveness of Instagram in Teaching Writing Recount Text to Senior High School Students of SMAN 2 Kediri*" used quasi-experiment (quantitative) methodology with the findings reveal a statistically significant mean difference between the experimental and control group students who the experimental group instructed via Instagram demonstrated significantly better writing outcomes compared to the control group taught with PowerPoint. These findings substantiate the effectiveness of Instagram as an instructional tool for enhancing writing skills among tenth-grade secondary students..¹²

Rahayu "*The Effectiveness of Using Instagram to Teach Writing Achievement Recount Text for the Tenth Grade at SMK Taman Siswa Mojokerto in Academic Year 20220-2021*" with the method used quantitave. The analysis results proven that students' achievement of writing taught by using Instagram in increase. This indicates that utilizing Instagram in teaching writing effective.¹³

Rostania Dwi, with the researcher "*Teaching Writing Through Instagram to Improve Students' Writing Skill at the First Grade of SMAN 15 Bandar Lampung*" and was used quantative research. That Instagram can be

¹¹ Peni Adytia, The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMP Negeri Tulungagung, (State Islamic Institute (IAIN) of Tulungagung, Oct 6, 2020, <http://repo.uinsatu.ac.id/16789/> 9

¹² Rabania, The Effectiveness of Instagram in Teaching Writing Recount Text to Senior High School Students of SMAN 2 Kediri, Apr 13, 2022, <https://etheses.iainkediri.ac.id/4154/> 11

¹³ Rahayu, The Effectiveness of Using Instagram to Teach Writing Achievement Recount Text for the Tenth Grade at SMK Taman Siswa Mojokerto in Academic Year 2020-2021, January 25, 2022, <http://repo.uinsatu.ac.id/view/subjects/Bing.type.html/> 7

an effective can be an effective learning platform, especially in online situation. It can create enjoyable and fun atmosphere that students are intrested to be active in the class's activities arranged by the teacher.¹⁴

From those five studies, this research is quite different in term, focus and locus. The first previous study was investigating the efficacy of Instagram stories as a pedagogical tool for English language acquisition and low motivation using classroom ation research (CAR) method. It is different with my study that this focues on the implementation Threads and motivation students' in writing recount text. For the second previous study, it also different with my study namely and using quantitative method Threads .For the third, four, and five prevoius study was focuses enhance students writing descriptive text and using quasi- experiment method. Although it described about writing skill and use instagram to do research and almost the finding and discussion of the previous studies above show that using application was an effective to improve students writing skill. So, the previous study above becomes researchers' guidance to do this research and the researcher focuses to increasing students motivation and lacked in writing at SMAN 4 Palopo and using CAR methodology.

B. Literature Review

1. The Concept of Writing

Writing is one of the most essential English abilities which allows one

¹⁴ Rostania Dwi, Teaching Writing Through Instagram to Improve Students' Writing Skill at the First Grade of SMAN 15 Bandar Lampung, May 19, 2022, <https://jurnal.fkip.unila.ac.id/cgi-sys/suspendedpage.cgi/3>

to express one's thoughts and ideas in a clear and concise manner, facilitates communication between people, and serves as a medium for teaching English.¹⁵

There are several definitions of writing, as states that writing is a task which involves students to make grammarly correct sentences by manipulating words in the form of a piece continuos writing with succesfully communicates the writers' idea on certain topic. Brown stated that one of productive language skills very important in communication.¹⁶ Masruddin Asmid stated writing is a combination between process and product. The process of writing includes getting and combining ideas.¹⁷

Weigle said that writing is an activity of using language that is formed, determined and influenced by social and cultural realities and the individual himself who has social goals.¹⁸ Other stated is Linda Wijayanti said writing is an action, a process of discovering and organizing your ideas, puting them into a paper and reshaping and revising them. The statement shows that the purpose of writing is to express our idea and also, we can still make a revision to our writing because writing is a thought process, writing can be given many revision before the work.¹⁹

¹⁵ Mega Mulianing Maharani and Nadya Intan Arisanti, Telegram to Accommodate English Learning of Narrative Writing: Students' Perceptions, *SAGA: Journal of English Language Teaching and Applied Linguistics*, 4. no. 1 (13 Feb, 2023), 25–32<<https://doi.org/10.21460/saga>>

¹⁶ Brown, H.D, *Language Assessment: Principles and Classroom Practices*. White Plains, Third Edition, 11. New York: Pearson Education. 2004

¹⁷ Masruddin Asmid and Nasriandi, Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text, , *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, Vol.10, No.1.(June, 2022) <https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/3024/1872>

¹⁸ Weigle, *Assessing Writing*. London: Cambridge: Cambridge University Press. 2002

¹⁹ Linda Wijayanti, The Use of Instagram As A Medium to Improve Students writing Skill Recount Text At the First Grade of SMKN 1 Pakuan Ratu, 27 oct 2023, <http://digilib.unila.ac.id/73>

Function of writing is to provide knowledge, education, or entertainment. It is not possible to acquire good writing. When learning to write, one should put one's heart into it and have fun, because writing is not only about the writer but also the reader who interprets what is written. Writing includes the process of research, writer's experience, training, and ideas to be communicated in written form. Writing practice is one way to improve writing skills continuously.²⁰

The concluded that writing is one of the methods to inform readers based on the definition above. In addition, writing is a way for writers to communicate their thoughts in a medium that readers able to understand various media, both conventional such as paper and modern technology-based. A writer also needs imagination to prepare a piece of writing quickly.

2. Process of Writing

The Process of Writing Harmer states that “the writing process is a way of looking at what people do when they compose a written text. Then, writing process may lead to the good outcome of written text. There are five-step processes writing approach that will be described as follows: ²¹

Step 1: Prewriting

The students are expected to generate ideas by listing, brainstorming,

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²⁰ Febri Anggraini, ‘Brainstorming Technique In Teaching Writing Descriptive Text’, *Channing: Journal of English Language Education and Literature*, 5. no. 2 (25 July, 2020), 71–74 <<https://doi.org/10.30599/channing.v5i2.840>>.

²¹ Harmer Jeremy, *How to Teach Writing Essex: Pearson Education Limited*, 1st edition, (California: Pearson Education ESL,2004), 24

outlining, silent thinking, conversation with friends and put their thought in order. In the prewriting step, there are 3 formats that can help the students to generate ideas:

1) Bubbling (mind web)

In this format, the students write their topic in the center of the page. Then they will circle it and connect related ideas like cartoon quote bubble.

2) Outlining

In this format, the students organize their ideas into topic sentences and supporting details.

3) Drawing/ writing a captioned cartoon strip

In this format, the students generate ideas through picture by picture comic strip.

Step 2: Drafting

The students try to capture ideas on paper. The quantity of the draft is necessary rather than the quality. The problem is that sometime on writing for junior high school only involve these first two steps and likely to take most students a similar amount of time. So, in this step the teacher must convince the students about these 3 things related to what the students do in drafting.

- 1) Drafting need not be perfect writing The students do not need to be perfectionists while drafting a text. The students' just need their draft and then share their draft in front of the class to increase their confidence.
- 2) Drafting is cyclical The students should write their draft based on the information of the prewriting step. The students should revise as little as

possible, if they have additional ideas they can add.

- 3) The teacher's role while drafting The teacher's role is necessary to deal with distracting students. Moreover, the teacher can encourage the students to share their draft in front of the class to motivate them.

Step 3: Revising

This is the importance step of process writing and often neglected in writing process. The students can revise and reshape their draft by adding parts, taking parts away.

Step 4: Peer/parent revising

In this step, peer/parent revision option allows the parents to involve more closely in the students' education.

Step 5: Editing.

Editing is the stage that the students correct their punctuation, grammar, and spelling errors. The students can check their errors with the teacher and friends.

Step 6: Publishing and Sharing.

This stage the students share their writing product to the audience. Writing becomes real at this point.

3. Teaching Writing

a) The Objective of Teaching Writing

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer, there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on

the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing.²² However, teachers have to pay attention to the various stages of any piece of writing process. Furthermore, the objective of teaching writing is not only to help the learners expressing the ideas, but also getting them to acquire writing abilities and skills in order that the learners can produce written text on their own language.

In encouraging the learners to acquire the writing abilities and skills, teachers are also given the syllabus as reference. However, in the real teaching, teachers have their own materials to teach. Therefore, they need to adopt the materials to the syllabus. Based on the statements above, it can be said the objective of teaching writing depend on two things. They are teaching situation and the objectives of teaching writing expressed in the syllabus. The objectives of teaching writing in the syllabus then are referred to KKM writing is the process of helping students to express them in arranging sentences in short functional text and short essay in the form particular text in the daily life context.²³

b) The Importance of Teaching Writing

Writing is the most difficult skill for second language and foreign language learners. The teacher need big responsibility that they have to deal with when they teach writing to the students. Actually, teaching writing is very important for students who study English. According to Harmer, there are some

²² Harmer Jeremy, *The Practice of English Language Teaching*. 1st edition, (England: Pearson Limited Edition, 2001), 25

²³ Rafki Okta Arianto, The Effect of Peer Feedback Through Instagram on students Writing Recount Text, March 17, 2019, <https://e-theses.iaincurup.ac.id/view,15>

reasons why teaching writing is must for the students. Teaching writing becomes important because writing is as reinforcement. Writing is useful for language development, writing can give effect on the student's learning styles, and writing is as a skill.²⁴

c) Principle Teaching Writing

Teaching writing is not as simple it appears. There are many problems that will occur within the category and truly it desires a lot of time to be done and so the teachers should have some techniques to assist the students produce their writing. One strategy to improve the quality of the students' theses writing is proofreading them by other students and the writers themselves should read their writings several times.²⁵ According to Brown there are some principles for designing writing class. They are: Incorporate practices of "good" writers, Balance process and product, Account for cultural/literary backgrounds, Connect reading and writing students learn by observing or reading the written word, Provide as much authentic writing as possible sharing writing with other students in the class can be a way to add authenticity, and Frame your techniques in terms of prewriting, drafting, and revising stages.²⁶

Based mention above, it can concluded that in designing writing class the teacher should consider some principles in order to support students in

²⁴ Harmer, *How to Teach Writing*, 1st edition (Edinburgh Gate: Pearson Limited Edition, 2004), 79

²⁵ Rusdiana Junaid and Rustan Santaria, Common Mistakes In The Students' Academic Writing: Rethinking For Curriculum Development, *European Journal of Humanities and Educational Advancements (EJHEA)*, Vol 3, No.3, (March 2022), <https://www.scholarzest.com>

²⁶ Brown.H.Douglas, *Teaching by Principle: An interactive approach to Language Pedagogy*, second edition, (White Plains, NY: Pearson Educational, 2001), 345

writing skill as well.

d) Writing Assessment

In the teaching writing, an evaluation should be done to measure the students' skill in writing. The effectiveness of learning process of writing could be measured through an evaluation process. According to Oshima and Hogue states in giving scoring of students writing paragraph should use rubric to score the format, punctuation and mechanic, content, organization and grammar.²⁷

It could be shown descriptively with scoring rubric of Jacob. The scoring profile below based on Jacob et al's (1981) in Weigle (2002).²⁸

Table 2.1. Scoring Writing Ability

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Through development of paragraph unity. Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good to average	Limited development of paragraph unity. Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic

²⁷ Oshima, A. & Hogue, A, *Introduction to Academic Writing*, 1st edition, (New York: Addison Wesley Longman, Inc, 2007), 345

²⁸ Weigle, S.C, *Assessing Writing*, second edition, (Cambridge: Cambridge University Press, 2002), 57

	16 – 13	Very Poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent to very good	Well organized Clearly stated Cohesive
	17 – 14	Good to average	Limited supported idea Logical but incomplete sequenc
	13 – 10	Fair to poor	Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25 – 22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21 – 18	Good to	Effective but simple

		average	construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom Obscured
	17 – 11	Fair to poor	Simple Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

(Source; Jacob et al's (1981) in Weigle 2002))

It can be concluded that a piece of writing can be seen good or bad

quality of good writing. Therefore, content, organization, vocabulary, grammar, and mechanic are five important aspects to measure writing quality.

4. Recount Text

a) Definition of Recount Text

Recount text, among other texts embodied in Core Competency and Basic Competency, is supposed to be mastered by students. This type of text is defined as a text retelling an event or occurrence in the past in chronological order. It functions to give readers or audience information about the event.

Besides, Vina Aini Salsabilla argue that the organization structure of recount texts include orientation that provides background information; record of events which tells chronological steps; and comment which expresses response from the writer. In addition, types of recount text can be personal, factual and imaginative.²⁹

Based on the definition above, the researcher was able to involve their experience to be told in written form, and that was interesting because every student had a different story in the past.

b) Characteristics of Recount Text

A recount is a type of text that retells past events. Recount text can be written based on the author's direct experience or imagination. The focus of the recount is a unique event that is written in sequence (chronologically). There

²⁹ Vina Aini Salsabila, The Teaching of Writing Recount Texts by utilizing padlet 6, no.1 (February 1, 2020), 14 <<https://doi.org/10.25134/ieflj.v6i1.2637>.Received>.

are several types of the recount, namely: Personal recounting experiences, Factual recounting events or incidents, Imaginative recount. Procedural recount³⁰

Based on the Characteristic of good recount text , the research argue that characteristics recount text is; use past tense, use adverbial phrases (Adverbs of time and place).

c) Generic Structure of Recount Text

According to Yessi Kalbarinda (2018) There are kinds of recount text structures:Orientation, Events and Re-orientation³¹ Yessi further explains more about generic structure of recount text :

- 1) Orientation which contains information about the background and an explanation of who, when, where and why.
- 2) Events (important events) or records of events hat are elaborated and usually arranged in chronological order from the first event to the last event.
- 3) Re-orientation is evaluative comments or statements of conclusions which may only comment on the events described previously, but these are optional.

d) Scoring of Recount Text

Even though a recount text has been studied since Junior High

³⁰ Lutfi Saksono, Write Recount Text Learning Using a Genre Based Approach in German Literature Class', *IJORE: International Journal of Recent Educational Research* 3, no. 4, (August 25, 2022), 13 <<https://doi.org/10.46245/ijorer.v3i4.196>>.

³¹ Yesi Kalbarinda, Regina, and Wardah, The Use of Journal Writing to Teach Students' Writing Skill on Recount Text, *JPPK: Journal of Equatorial Education and Learning* 2, no.2, (Oct, 15, 2018), 7 13 <<https://doi.org/15.47324/ivoter.v5i3.231>>.

School, sometimes students have difficulties in writing it. According to Anderson and Anderson (2003), one of the difficulties is the students should be aware in using the generic structure of recount text including orientation, sequence of events and reorientation. The structure of the text is analyzed based on the generic structure of the recount text.³²

Table 2.2 Scoring Rubric of Students' Writing Ability of the Recount Text Generic Structure

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24 – 28	Excellent	Relevant orientation in detail Simple past tense mastery
	19 – 23	Good	Rather less relevant detail of orientation Simple past tense mastery
	14 – 18	Average	Relevant detail of orientation Frequent error simple past tense
	9 – 13	Poor	Related orientation Error simple past tense
Event	56 – 60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery

³² Anderson, Mark & Anderson, *Text Types in English 2*, second edition, (South Yarra: Macmillan Education Australia, 2003), 137

	51 – 55	Good	Rather less relevant detail of event Logical idea but incomplete sequence Simple past tense mastery
	46 – 50	Average	Less relevant detail of event Ideas confused Frequent error simple past tense
	41 – 45	Poor	Unrelated event Lack of idea Error simple past tense
Reorientation	10 – 12	Excellent	Relevant reorientation in detail Simple past tense mastery
	7 – 9	Good	Rather less detail of reorientation Simple past tense mastery
	4 – 6	Average	Less relevant detail of reorientation Frequent error simple past tense
	1 – 3	Poor	Unrelated reorientation Error simple past tense

(Source; Jacob et al's (1981) in Weigle 2002)

Based on the syllabus in the School Based Curriculum, the indicator of writing skill is students are expected to be able to write various short texts in the form of recount, with the generic structure and language features correctly.

C. Concept of Threads Application

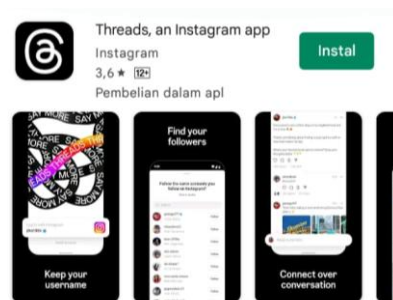
1. Definition of Threads Application

Threads application is an application or social media platform that has just been released by Meta, Threads are the newest feature of Instagram. The function of threads is to upload text, can share ideas or information, provide comments, picture or video, give likes, and upload the text.

2. Procedure of Using Threads Application

The following is how to create Instagram for new users or those who don't have Instagram. Users can try creating a personal Instagram account by verifying their mobile number, downloading the Instagram app, opening the Instagram app, selecting create account, entering username click next create, account with email or phone number, selecting phone number, and entering an active phone number. Then, click more, enter your username, enter your password, and complete the following step to create Instagram account successfully. After the users have an account Instagram, the next step is :

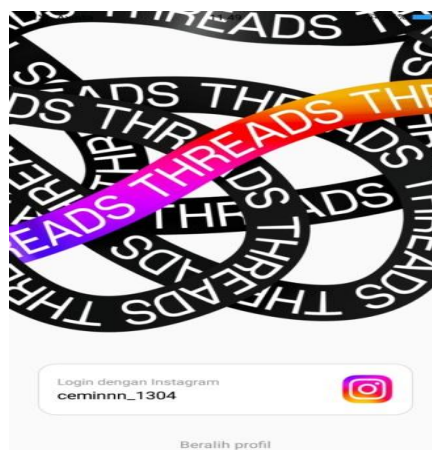
- a) Download Threads application on the Google play Store for android users, and the App Store for iOS users



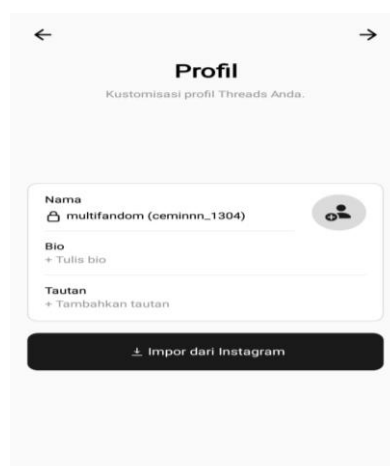
b) After the download is complete, install it and open the Threads application



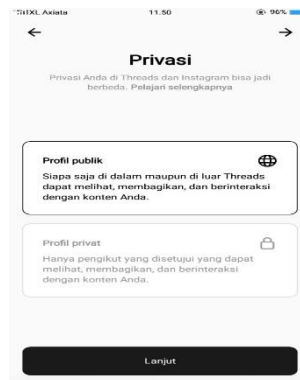
c) Log in by automatically connecting to instagram



d) After the connecting to instagram, next klik impor from instagram



- e) Next, make privacy settings to choose whether Threads will be a public account or private account and click next



- f) Select the account that will be followed from the Instagram account



- g) Next, click on “Join Threads”



3. Threads features

The following are the features that Threads has :

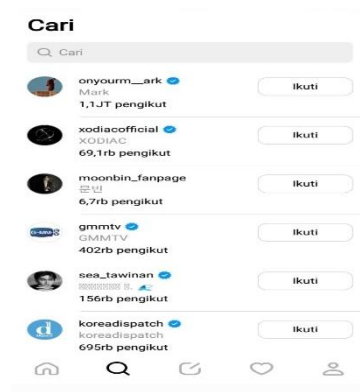
a) Home Tab

This tab displays posts from other threads from fellow users. Posts that can be seen are not limited to followed accounts only. Every thread that appears also has the option to get likes, comments, reposts and shares.



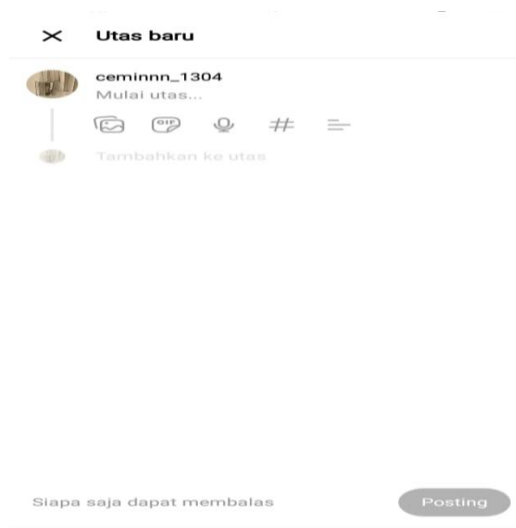
b) Search Tab

The search tab also has a similar function to that found on other social media, namely to find other user accounts. This tab is still not equipped with a feature to search for certain topics or keywords.



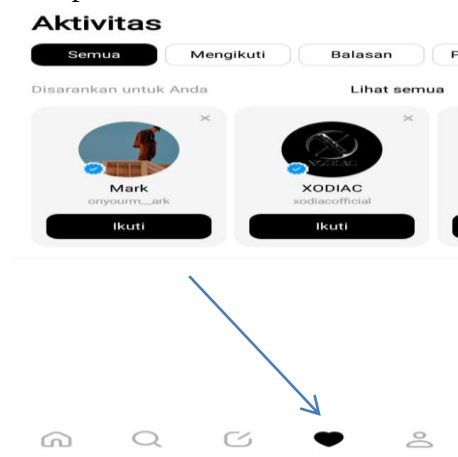
c) New Threads

Tab This is a tab that is located in the middle and functions to post threads. This feature provides 500 characters for each thread. This section is also equipped with comment settings on posts.



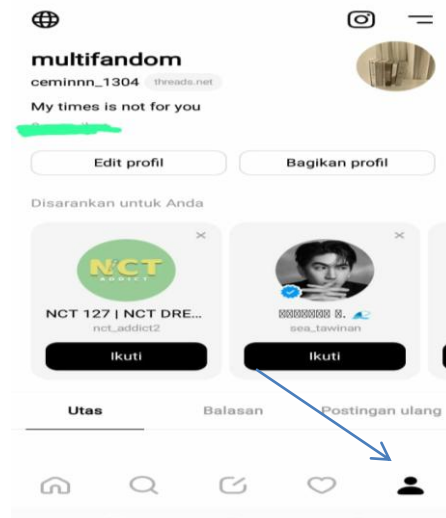
d) Activity Tab

This tab functions to view the user's activities and notifications. This section provides four menus, namely all, replies, mentions, and verified. All provides all activity and notifications, replies and mentions provide notifications related to comments and threads that mark the user's account, while verified provides verified account activity that is followed by the user.



e) Profile Tab

This tab provides a list of threads and comments that have been posted by the account owner.



4. Teaching with Threads Application

A study conducted by *We Are Social and Hootsuite* 2023 found that Facebook, Instagram, X, and Tiktok are the most popular social media platforms of Indonesians. Information at this point shows this, with 45 million active users out of a global user base of about 700 million, Indonesia is the largest Instagram community in Asia Pacific.³³

With social media, students can further develop their abilities, especially in the technical and social matters needed to deal with developments in the current digital era. They will also learn how to adapt and socialize with

³³ Dian Oldisian, Muhammad Dadi Priadi.,et.al, EFEKTIVITAS PEMASARAN MEDIA SOSIAL DALAM MENINGKATKAN KESADARAN MEREK: STUDI KASUS PADA STARTUP DI INDONESIA, *Journal Review Pendidikan dan Pengajaran*, Vol. 8, No.1, (January,28 2025), <https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/42335>

their close friends through social media and better friendship management. When the friendship community is more comprehensive, this will also increase students' motivation, especially regarding self-development from the subject matter and input from new friends connected via online media.³⁴

Social media, such as Facebook, Twitter, and Instagram, can be more helpful in improving the quality of friendship, especially in terms of caring and empathy for friends who are connected online. So social media for learning is wider than just learning materials. We can divide it into three functional parts: infrastructure, information, and a tool for producing and distributing media content. Social media can play a significant role in education. It can be seen from the increasing number of methods developed in the world of education, and many have used learning media taken from social media. The application of social media for learning can further trigger the quality of learning if it is used as much as possible.³⁵

Threads is a learning media that can be utilized and easily accessible by all students because students can already use Threads well. Threads can also be categorized as having quite exclusive features to support the process of learning. How to use Threads Instagram as a learning to provide enough material, the teacher can upload the material through the Utas Threads. If the

³⁴ R. Ali Pangestu, Siti Nazwah H., et.al, THE EFFECTIVENESS OF SOCIAL MEDIA USE IN MARKETING FOR GENERATION Z, *AL –KAFF: Jurnal Sosial Humaniora* Vol. 2 No. 4, (August, 2024), <https://ojs.unida.ac.id/al-kaff/article/view/14140/5737>

³⁵ Petrus Jacob Pattiasina, Dian Aswita, et.al, Paradigma Baru Pendidikan Karakter Era Inovasi Disruptif dan Implementasi Praktisnya Di Era Society 5.0, *Jurnal Pendidikan Dan Konseling*, Vol. 4, No. 5, (22 September, 2022) <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/6984/5266>

teacher wants to provide material that is not too much and a little practice to practice the skills, the students can use the Utas Threads feature.

The Threads app can be a learning medium, especially in English. Learning media with this Threads application can make it easier for teachers to students to interact remotely, but the material they want to be told can be delivered by good. Threads also has advantages and disadvantages as a learning medium.

4. Advantages and Disadvantages of using Threads

All types of social media have advantages and disadvantages, especially internet-based ones. The advantages contained in using Threads as a learning medium are:

a) Make it easier for teachers and students to interact and deliver the material.

Teachers can interact and convey material or knowledge to students only through Instagram. Teachers and students do not have to sit in class during the teaching process, but teachers can do it all with Instagram.

b) Free, the threads application is a free application that the entire community can access. Especially for students, so to use this application, there is no need to spend money expensive.

c) Interesting learning material, the instagram has several features that can give the impression of being attractive for readers to read in public. This application can edit the material in such a way as in the form of photos or videos. After the photo/video is edited, the material can be directly uploaded

and viewed, especially by students.

- d) Easy to reach, almost all students use this application because it is easy to use and access so that students can accept the material presented by the teacher. However, in addition to some of the advantages described, there are also some disadvantages to applying Instagram as a learning medium.

Disadvantages contained in using Instagram as a learning medium are:

- a) Too free to access

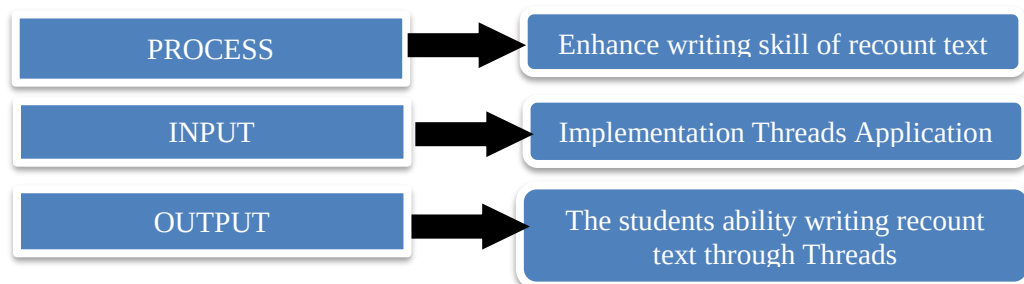
Instagram can easily access applications that can affect the character of students because Instagram is not only related to lessons but has impact negatives are also found in this application, so to access this application, students must require parental supervision.

- b) Using a stable internet network

The internet network must also be stable because the learning process is slow if an internet error occurs.³⁶

A. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:



³⁶ Zukhruf Ambarsari, Penggunaan Instagram Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Pada Era 4.0,” Prosiding Seminar Nasional PBSI-III Tahun 2020: 84, <http://digilib.unimed.ac.id/41225/1>

CHAPTER III

RESEARCH METHOD

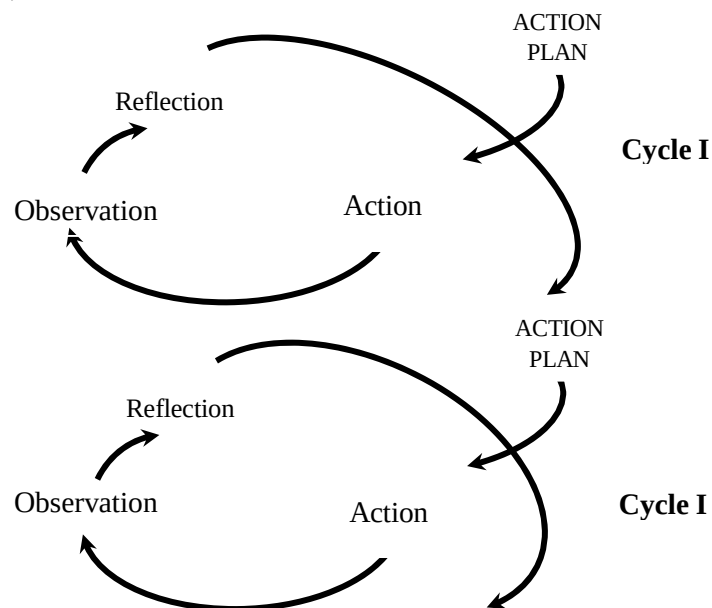
A. Research Design

1. Method of the Research

This research used the Classroom Action Research. This research is intended to find out the result of implementation threads application to enhance students writing skill of recount text.

2. Design of the Research

The Classroom Action Research procedure used in this research was Stephen Kemmis & Robin McTaggart's design which consisted of four phases within one cycle, those were planning, acting, observing, and then reflecting in a spiral system which are interrillated stages make up the design: planning, action, observation and reflection.



Stephen Kemmis & McTaggart Research Design

B. Time and Location of the Research

This research took the location at the second grade senior high school students of SMAN 4 Palopo.

This research started on July 25st 2024, until February 19th 2025. The action in cycle I was in three meetings started from August 25st, 2024. Meanwhile, the action in cycle II was conducted on January 13th, 2025.

C. Population and Sample

This population in this research was the second grade students of SMAN 4 Palopo, as many 96 people who are divided into several classes, ranging from class XI Merdeka 1 to Merdeka 4. The sample in this research was a class consisting of 24 students from class XI Merdeka 2. The researcher chose Class XI Merdeka 2 based on the recommendation of the English teacher and the researcher also found the problem of students' English writing during the PLP at SMAN 4 Palopo. Sampling in research using purposive sampling method. Purposive sampling is sampling with a purpose that is owned by the researcher.³⁷ The purpose of this research is to enhance students writing skill of recount text by implementation Threads Application.

D. Research Prosedure

This action research is carried out through four activities: each of which consists of four steps, namely:

³⁷ Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah: Makalah –Skripsi –Tesis – Disertasi*, (Bandung: Sinar Baru, 1988), p. 73

1. Planning

Planning is the first step in the research procedure. This activity includes identifying problems. This is an important step in conducting action research because by knowing the problem, you can find the right solution to resolve the situation that arises.

2. Action

After knowing the possible causes of the problems of students of class XI Merdeka 2 SMAN 4 Palopo, namely lack of motivation to learn, lack of English writing skills. This action is intended to overcome these problems.

3. Observation

Observation is an activity of collecting data to monitor the extent to which the results of the "action" achieve the goal. The data taken is in the form of quantitative and qualitative data. Quantitative data includes student progress (student grades) while qualitative data includes student interests, classroom management.

4. Reflection

Reflection is an activity of criticizing progress or changes that occur in students, classes, and teachers. In this step, researcher can observe whether the action activities have provided results and progress. What progress has occurred and also regarding positive and negative things.

Cycle I

1. Planning

- a) Analyze the curriculum, especially the competencies needed after analyzing the needs of class XI Merdeka 2 students of SMAN 4 Palopo.
- b) Create a learning lesson plan
- c) Preparing tests.
- d) Making instruments used in the classroom action research cycle.

2. Action

During the action, the researcher provided material to students about recount texts, then the researcher gave several examples of tenses. After that, the researcher will show the students the threads application. In the implementation stage of the action, the method used is to use the threads application which is expected to build student motivation in writing.

a) Initial Activities

1. The researcher provides a simulation to students about the threads application
2. The researcher conducts brainstorming to measure the cognitive domain
3. The researcher greets and prepares the students' learning conditions.
4. The researcher introduces himself and the students take turns introducing themselves.

5. The researcher provides attention grab
6. The researcher provides apperception to the students, and conveys the learning objectives

b) Core Activities

1. The researcher provides brief material about the general description of the material to be studied during the learning process.
2. Students pay attention and listen to the teacher's explanation.
3. The researcher introduces the threads application and instructs on how to use it
4. Students work on the assigned tasks
5. Some students explain the assigned tasks in front of the class
6. The researcher guides students to summarize the results of their discussions through the threads application.

c) Closing Activities

After completing the learning activities in cycle 1, at the end of the meeting students are reminded to prepare the next material

3. Observation

In this step, the researcher observed all events or activities during the research. During the learning process, the researcher observed the teaching and learning process, as well as student participation and evaluation.

4. Reflection

This classroom action research will be successful if the following requirements are met:

- a) Most students get good grades in the evaluation (writing test 75)
- b) Most students are active in the learning process (75%).

E. Technique of Data Collection

Research data were collected from observation and test results. The description is as follows:

1. Observation

The observation used in this research is to see the process through eye observation. Observation is carried out to obtain information about human behavior as it happens in reality. With observation, we can get a clearer picture of social life, which is difficult to obtain with other methods. Observation is also carried out if there is not much information about the problem we are investigating. The researcher used observation because he wanted to know the activeness of students during the teaching and learning process in writing recount text using the threads application. In the observation, the teacher will observe student activities and the researcher's actions during teaching writing recount text using the threads application

2. Test

This is done to determine students' understanding of the recount text material. The form of the test given is an essay. This test method is used as a research instrument in collecting data to determine student achievement after

following the learning process. The test given is in the form of an independent practice test. The results of the test are processed to obtain student achievement results during the learning process.

After that, tests 1, tests 2 are given to students. The researcher assigning the written test and analyze it. Here is how the researcher scored the written test which she developed from Weigles' model :

Table 3.1 Aspect of Scoring Writing Ability

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Through development of paragraph unity. Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good to average	Limited development of paragraph unity. Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic
	16 – 13	Very Poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent to very good	Well organized Clearly stated Cohesive

	17 – 14	Good to average	Limited supported idea Logical but incomplete sequenc
	13 – 10	Fair to poor	Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25 – 22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom Obscured

	17 – 11	Fair to poor	Simple Frequent errors of tense, word function Articles pronouns and preposition Meaning confused
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization Meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing Meaning confused
	2	Very poor	No mastery of conventions Dominated by errors Not enough to evaluate

(Source; Jacob et al's (1981) in Weigle 2002))

F. Instrument of the Research

The writer used several instrument:

1. Class Observation

The observation was conducted during the teaching and learning activities on students' general behavior and classroom situation prior to the

research. It supposed to gave clearer view concerning students' learning behavior, classroom interaction, and students' performances.

2. Tests

The test was conducted 3 times, the first test is the test before the application of the cycle, namely the test before the application of the cycle, cycle 1 test, cycle 2 test. The test before this cycle aims to evaluated extent of students' abilities before the application of the cycle. The next test, namely the cycle 1 and cycle 2 tests, is used to obtain results at the end of each cycle. By testing students' writing ability individually, the improvement of students' scores can be analyzed. They had to write a recount text with a different theme between the first and second cycle. *(Test adapted from Putri Aisyah, 2021)*

3. Recorded Situation

There were some photographs and video by taken during the research.

4. Analysis of Documents

The first cycle documents and the second cycle documents were the two components of the document analysis. In both cycles, document analysis was done. In the first cycle, the initial document analysis was carried out, and in the second cycle, it was carried out again. The documents that were examined were the output of students' writing on the threads application, which was used to assess their recounting skills.

G. The Procedure of Data Collection

In this study, the researcher planned to conduct the research in cycles. Initial phase of the cycle was a classroom action research consisting of planning, action, observation, and reflection.

1. Cycle I

Prior to implementing action research, investigators must undertake preparatory measures including:

a. Planning

At this planning stage, the researcher looks for a technique to solve the problems that already known in the first procedures. Then, the researcher was prepared: (1) Lesson Plan (RPP), (2) make an evaluation sheet, (3) preparing learning about recount text, (4) provides Threads Application

b. Actions

After the researcher preparing some plans to solve the problem existed, the researcher have to implement the plan of the research in the class by holding 3 meetings in this cycle I. The assessment of students learning processes is carried out from the beginning of learning to the end, using data collection instruments that have been prepared in advance.

c. Observations

Observations are made during the teaching and learning process, direct observation by recording the classroom activity, which is the researcher as teacher while the teacher as observer. The researcher took

the role of teacher in the classroom to implement a word square media and the teacher takes a note of anything happening in the classroom while learning begins. It is used to collect the data from classroom activity despite collecting the data only from the student’.

d. Reflection

Reflection is carried out by discussing the implementation of actions with the results of observations that have been made to determine the shortcomings and weaknesses of the learning activities for the Application of Threads carried out in cycle I. The shortcomings and weaknesses found were then discussed with the subject teacher to find out whether the results had reached the predetermined success indicators. If not, then the researcher will improve the learning process that has been carried out, so that the researcher can make improvements in cycle II.

2. Cycle II

Based on reflection in cycle I, activities need to be carried out to enhance a plans and actions that have been implemented. The activity steps in cycle II are different from the steps in cycle I. The difference lies in the activity targets to make improvements to the actions of the previous cycle.

a. Planning

The researcher planned a cycle II in teaching and learning activities using the results regarding the weaknesses in cycle I, such as students’ weaknesses on the evaluation sheet that accompanies the test, students’ lack of motivation and students’ vocabulary skill in word square in cycle

I. Making a planning instructional scenario developed from first-cycle reflective findings in this action research repair.

b. Action

After redesigning what were the weaknesses in cycle I, improvements was the researcher's structured teaching plan, students demonstrated marked progress compared to earlier cycle achievements. And then, the researcher will provide students with material on other examples.

c. Observations

- 1) Recount Text writing test.
- 2) Student active participation in knowledge acquisition
- 3) Student performance in evaluation and discussion with peers.

d. Reflection

At this stage, researchers will collect the results obtained at the observation stage to be analyzed. From the results obtained, researchers can make conclusions regarding the application of Threads to improve students' writing skills that have been carried out for two phases. This class action research will be successful if the following requirements are met:

- 1) Most of the students (75%) have a good participation during the learning process in classroom.
- 2) Most of the students have a good score in evaluation (75).
- 3) Most of the students active in peer evaluation and discussions.

- 4) Students get motivation through participatory learning.

E. The Technique of Data Analysis

The percentage of score achievement on the observation sheet is accumulated to determine the increase in student activeness in the learning and teaching process, especially on recount text material using Threads. The percentage is obtained from the average percentage of student activeness at each meeting. To calculate the results of observations of student activeness, researchers used a class percentage. The formula is as follows:

1. The researcher conducted in two cycles. This was used to find out how good the overall score of students was on students' recount writing skills. The calculation of the percentage of test scores used the following formula

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{item}} \times 100\%$$

2. The researcher tried to get the percentage of classes that passed the Minimum Completion Criteria (KKM) by considering the acquisition of an English subject score of 75. The formula used is:

$$P = \frac{F}{N} \times 100\%$$

P = the percentage of observation score

F = number of students activeness score in each indicator

N = number of all students in a class

Table 3.2 The Classification Score for the Test

PERCENTAGE	CRITERIA
90-100	Excellent
80- 89	Good
70- 79	Adequate
60- 69	Inadequate
Below 60	Failing

F. Criteria of Action Success

To evaluate an action research, consider using the following criteria to assess its quality. These criteria apply to both practical action research and PAR. In a high-quality action research, the author:³⁸

1. Focus on a problem in practice or a problem in the local community.
2. Collect multiple sources of data (often quantitative and qualitative) to help address the problem.
3. Collaborate with others during the research to find the best solution.
4. Showing respect to all collaborators so that they are equal partners in the action research process.
5. Propose an action plan to try to solve the problem.
6. Help improve the lives of the participants by solving the problem

Action is based on the results of observations and tests. If the results of observations and tests show student activity in the teaching and learning process by 75% and show that students give a positive response in participating in learning by using the thread application, then this research is considered successful by the researcher and the action is stopped.

³⁸ John W. Creswell, Educational Research Planning Conducting and Evolution Quantitative and Qualitative Research Fourth Edition, 2012, University of Nebraska-Lincoln, Pearson p.591

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Data Description

The data from the research implementation procedure were described in this research. From beginning of the cycle until the result, they were collected. Planning, acting, observing, and reflecting were those.

a) The result of Test Before Cycle

The test finished prior to the CAR. The process was carried out on May 16, 2024. Prior to using the CAR, the test was used to gauge the students' proficiency in producing recount texts.

Table 4.1
The Students' Score in Pre- Action Cycle

No	Name of Students'	Score
1	S1	50
2	S2	80
3	S3	40
4	S4	60
5	S5	80
6	S6	50
7	S7	50
8	S8	40
9	S9	60
10	S10	80
11	S11	60
12	S12	70
13	S13	80
14	S14	50
15	S15	60

16	S16	60
17	S17	40
18	S18	50
19	S19	80
20	S20	50
21	S21	70
22	S22	60
23	S23	60
24	S24	50
Mean		59,58

Note *) = Students who passed the KKM 75 (Seventy Five)

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.430}{24}$$

$$Mx = 59,58$$

Next, to know the students" passed the KKM percentage class, the following formula was used:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{24} \times 100\%$$

$$P = 0,095 \times 100\%$$

$$P = 20,83\%$$

Based on the results of the test before cycle, the data shows that the average test score is 59,58. There were only 5 students or 20, 83% who scored above the Minimum Completion Criteria (KKM). Meanwhile, the other 19 students were below the criteria. The lowest score obtained by students was 40.

Table 4.2
The rate percentage score of students Test Cycle I

Score	Category	Test Cycle I	
		Frequency	Percentantage
90-100	Excellent	-	0%
80-89	Good	5	20,83%
70-79	Adequate	2	8,33%
60-69	Inadequate	7	29,17%
Below 60	Failing	10	25%
Total		24	100%

Based on the table above, it can be seen that 24 students who took the test in the first cycle found that there were no students who scored in the excellent category, 5 students scored in the good category, 2 students scored in the fair category, 7 students scored in the poor category, and 10 students scored in the failing category.

After evaluating the test results prior to the cycle, it is possible to conclude that the majority of Merdeka 2 class students struggle with writing abilities, particularly understanding of creating recount texts. The average result of the test before implemented cycle, which indicates that 19 pupils failed the KKM, makes this quite evident. Finding a strategy to get around this issue is so essential. The researcher employed a classroom action research methodology with two cycles using the Threads Application to teach writing recount text as an innovation in the teaching and learning process.

b) Cycle One

Cycle I was carried out in three meetings, with two meetings in the learning process and one evaluation meeting at the end of the cycle I meeting. Based on the Kurt Lewin class action research model, there are several steps that have been carried out as follows:

1. Planning Phase

In Class Action Research, the first phase is planning. Planning was made base on the diagnosed problem from the result of interview and test before cycle result.

The making of lesson plans and instrument preparation were included in this phase. Lesson plans were constructed based on the current curriculum; it began with the instructional objectives, instructional materials, teaching-learning procedure, and assessment.

The instruments such as Threads application writing assessment rubric, observational sheet, writing test questions and the model of recount text were prepared in planning phase.

2. Action Phase

The first cycle action was carried out in three meetings, with the third meeting of face-to-face learning and one meeting was an evaluation at the end of the cycle. Learning activities were carried out in accordance with the lesson plan that had been prepared previously. For the first meeting, the researcher opened the learning activities by saying greetings and praying together before

starting the teaching and learning process. After that, the researcher introduced himself. The researcher checked the students' attendance and conveyed the learning objectives that would take place. The researcher refreshed the students' memory about recount text, such as general structure and grammar.

After that the researcher explained the material, structure and grammar in recount text. They were also shown an example of a recount text and its generic structure (orientation, events, and re-orientation). After that, the researcher gives sentence problems that will be completed by students in groups. They are divided into 4 groups. And students answer the questions by group scramble to strengthen their understanding of recount text.

For the second meeting, the steps taken were different from the learning steps in the first meeting. In this second meeting, the researcher introduced the threads application to the students. After giving an explanation of the threads application, students will be directed on how to operate the threads application. The following are the operating instructions for the Threads application:

- a) Firstly, students who do not have the threads application will download the application
- b) After downloading, they install it and open the Threads app.
- c) Third, log in by automatically connecting to instagram
- d) Next, the students connecting to instagram, next click import from instagram
- e) After that, make privacy settings to choose whether Threads will be a public

account or private account and click next

- f) Select the account that will be followed from the Instagram account
- g) Next, click on “Join Threads”
- h) After students download the threads application, students will try to write through the threads application.

For the third meeting, the learning were to reinforce the recount text and simple past tense. The steps are the same as the first and second meetings.

For the four meeting, an evaluation was carried out in cycle I with the task of students writing about their experiences during their junior high school and will upload to each threads account.

3. Observation Phase

Based on observation activities carried out by researchers and observers in cycle I, researchers know the condition of the class, students are enthusiastic when researchers are in the classroom. Therefore, researchers gave tests to students, and students were very noisy, and there were students who came in and out, talked to their friends, and did not focus on the learning process. The results of the evaluation of students' writing skills showed that students' mastery in writing recount texts was mostly at a low score. The average score only (see table 4.2).

Table 4.2
The Score of Students in Tests Cycle I

No	Name of Students'	Score
1	S1	61
2	S2	82
3	S3	59
4	S4	75
5	S5	85
6	S6	60
7	S7	62
8	S8	59
9	S9	70
10	S10	90
11	S11	75
12	S12	79
13	S13	87
14	S14	64
15	S15	76
16	S16	75
17	S17	58
18	S18	62
19	S19	89
20	S20	60
21	S21	81
22	S22	69
23	S23	75
24	S24	60
		1.713
Mean		71,34

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.713}{24}$$

$$Mx = 71,34$$

Next, to know the students' passed the KKM percentage class, the following formula was used:

$$P = \frac{N}{F} \times 100\%$$

$$P = \frac{12}{24} \times 100\%$$

$$P = 0,5 \times 100\%$$

$$P = 50\%$$

Based on the learning outcome test of cycle I, the average value of learning outcomes of students in class XI IPA 2 SMAN 4 Palopo was obtained with the average formula. $Mx = \frac{1.709}{24} = 71,34$. So, the average score of students applying the application of thread to improve recount text writing skills above shows that of the 24 students who took the test in cycle I, 12 students scored ≥ 75 and 12 students scored below the minimum completeness criteria (KKM). If the scores of students' learning outcomes in cycle I are grouped into five categories, the students' learning outcomes are presented as follows:

Table 4.3
The rate percentage score of students Test Cycle I

Score	Category	Test Cycle I	
		Frequency	Percentantage
90-100	Excellent	1	4,17%
80-89	Good	5	20,83%
70-79	Adequate	7	29,17%
60-69	Inadequate	8	33,33%
Below 60	Failing	3	12,5%
Total		24	100%

Based on the table above, it can be seen that 24 students who took the test in the first cycle found that there were 1 student who scored in the very good category, 5 students scored in the good category, 7 students scored in the fair category, 8 students scored in the poor category, and 3 students scored in the failing category.

The results of are also depicted in the following diagram:

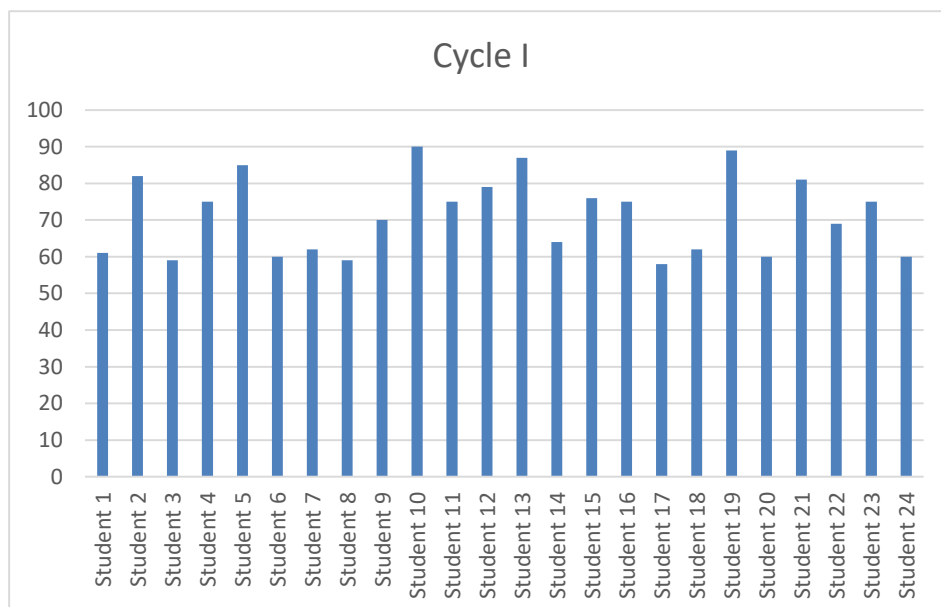


Diagram 4.1

The results of observations student activity during the teaching and learning process. Can be seen in the table below:

OBSERVATION SHEET

Indicators in observing student activeness:

Very active:

- a) Always asking questions
- b) Always shows enthusiasm for learning
- c) Always answers the teacher's questions

Active:

- a) Ask more questions
- b) Shows enthusiasm for learning
- c) Answering the teacher's questions more

Less active

- a) Asked questions once
- b) Sometimes shows laziness and enthusiasm to learn
- c) Answered the teacher's question once

Inactive

- a) Never asks questions
- b) Shows laziness to learn
- c) Never wants to answer the teacher's questions

Table 4.4
The Result of Observation Students' Activeness in Cycle 1

No	Respondent	Activeness			
		Very Active	Active	Less Active	Not Active
1	S1		√		
2	S2	√			
3	S3		√		
4	S4		√		
5	S5		√		
6	S6			√	
7	S7				√
8	S8	√			
9	S9		√		
10	S10	√			
11	S11		√		
12	S12	√			
14	S13	√			
13	S14		√		
15	S15			√	
16	S16	√			
17	S17		√		
18	S18	√			
19	S19	√			
20	S20		√		
21	S21		√		
22	S22		√		
23	S23		√		
24	S24				√
	Total	8	12	2	2

Based on the table above, there are 8 students (S2, S8, S10, S12, S13, S16, S18, and S19) with categories that are very active in the learning process, always asking questions and also able to explain the material well. There are

12 active students (S1, S3, S4, S5, S9, S11, S14, S17, S20, S21, S22, S23) with the category of showing enthusiasm in learning, being able to answer the teacher's questions even though the explanation is not perfect. 2 students who have less activeness (S6, and S15) this is because students show a lackluster attitude and also only answer questions once. and 2 others fall into the inactive category because they do not provide feedback and are also show laziness.

The results of are also depicted in the following diagram:

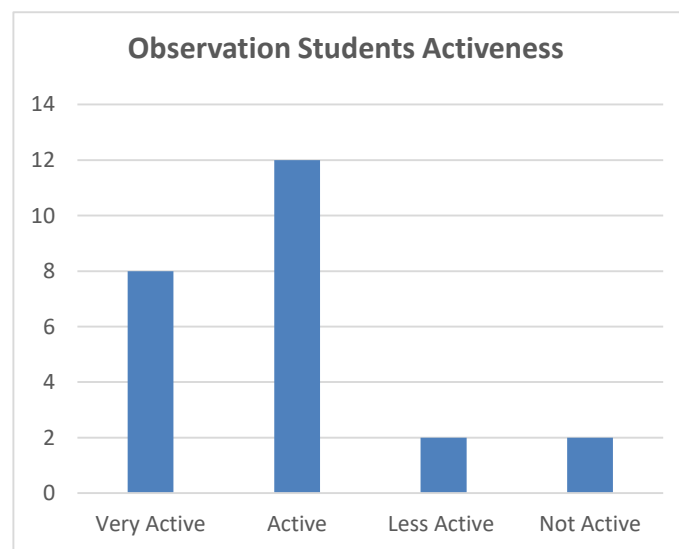


Diagram 4.2

4. Reflection Phase

The next step is to reflection, namely discussing and evaluating the learning activities that have been carried out. Reflection is done to find out the shortcomings of the contained in cycle I.

The implementation of learning by using threads application in cycle I can be said to be good, but there are still some obstacles. The obstacles in question are: lack of past vocabulary, some students are still less active in the

learning process or only active when in the classroom. This is like the teacher paying attention when explaining at the beginning of the lesson, but not paying attention at the end of the lesson. When the researcher noticed these challenges, the researcher took corrective action by warming up, which allowed students to refocus, become more motivated, and have the desire to participate in class until the finish, resulting in more effective learning outcomes.

Using application threads, the learning of writing recount texts was implemented in cycle I in compliance with the previously planned design. The usage of threads applications can thus enhance students' English writing in recount texts, according to observations of classroom instruction and the findings of student learning observations. This can be seen from the calculation

c) Cycle II

Cycle II was held three meetings, with the third meeting face-to-face and one of them was an evaluation at the end of the cycle. The activities in cycle II were to repeat the activities that had been carried out in cycle I by making improvements that were still lacking in cycle I.

1. Planning Phase

Preparing the device is more important before the implementation of CAR (Classroom Action Research), so in this section the researcher takes the following steps:

- a) Determine the material to be taught.
- b) Make lesson plans according to the material and teaching materials.

- c) Making an evaluation test about the material that has been taught.

2. Action Phase

Cycle II action was carried out in three meetings. Learning activities were carried out in accordance with the lesson plan that had been prepared previously. The researcher began the activity by saying greetings before starting the teaching and learning process. Then, the researcher checked the presence of students and conveyed the learning objectives that would take place. The researcher explained the material to be taught, starting from past material. Before the researcher explained the past participles material, the researcher tried to explore the students' knowledge about the recount text and simple past tense. After explaining the material, the researcher divided the students into five groups. Then the researcher gave an evaluation related to the material that had been given. The researcher explained the instructions for evaluating the material as follows:

- a) First, the researcher directed the students to divide into five groups.
- b) Then, each group will complete the tasks that have been given on paper.
- c) Furthermore, after completing the task, each group will take turns explaining the material based on the answers to the questions given.
- d) Each group will upload their answers on the threads account.

After explaining the material evaluation instructions, each group was given 10 minutes to complete the task. The group that is the fastest in doing the media task and explains the answer well will be given a prize by the researcher as a form of appreciation for group cooperation. For the second meeting, the

steps were the same as the first meeting, but the new material was taught in the second meeting. Then the researcher gave quizzes in the form of answer questions that would be contested by the group. For the third meeting, the learning steps are the same as the previous meeting but in the third meeting each student will compose a sentence that will be given in the form of a quiz but the answer questions will be contested by each student. students who have the most points will get a prize as a form of appreciation from the researcher.

3. Observation Phase

Based on the observation activities of researchers and collaborators in cycle II, researchers and collaborators found that student participation was very good. Therefore, students followed the learning process with enthusiasm so that the class looked more active than before.

To clarify the results of the cycle II test, researchers and provide points or values for the results of student answers. The table below shows the scores obtained by students in cycle II:

Table 4.5
The Score of Students' Test Cycle II

No	Name of Students'	Score
1	S1	77
2	S2	89
3	S3	75
4	S4	86
5	S5	92
6	S6	81
7	S7	85
8	S8	76
9	S9	87

10	S10	97
11	S11	85
12	S12	86
13	S13	91
14	S14	76
15	S15	89
16	S16	87
17	S17	77
18	S18	79
19	S19	93
20	S20	76
21	S21	93
22	S22	87
23	S23	85
24	S24	77
		2.026
Mean		84,41

Firstly, the researcher calculated the mean score such as below:

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{2.027}{24}$$

$$Mx = 84,41$$

Next, to know the students“ passed the KKM percentage class, the following formula was used:

$$P = \frac{N}{F} \times 100\%$$

$$P = \frac{24}{24} \times 100\%$$

$$P = 1 \times 100\%$$

$$P = 100\%$$

Based on the results test of the cycle II, the average value of learning outcomes of class XI Merdeka 2 students' of SMAN 4 Palopo was obtained by the average formula $Mx = \frac{2.027}{24} = 84,41$. The average score of students implementation threads application to enhance students writing skill of recount text above shows that 24 students' who took the test in the second cycle, students' who got ≥ 75 were 24 students and no student scored below the minimum completeness criteria (KKM). If the value of students learning outcomes in cycle I are grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.6
The rate percentage score of students Test Cycle II

Score	Category	Test Cycle I	
		Frequency	Percentantage
90-100	Excellent	5	20,84%
80-89	Good	11	45,83%
70-79	Adequate	8	33,33%
60-69	Inadequate		
Below 60	Failing		
Total		24	100%

Based on the table above, it can be seen that 24 students who took the test in the second cycle turned out to be 5 students who got classification

excellent categories, 11 students got grades including classification good categories, 8 students who received the grade including classification adequate categories.

The results of are also depicted in the following diagram:

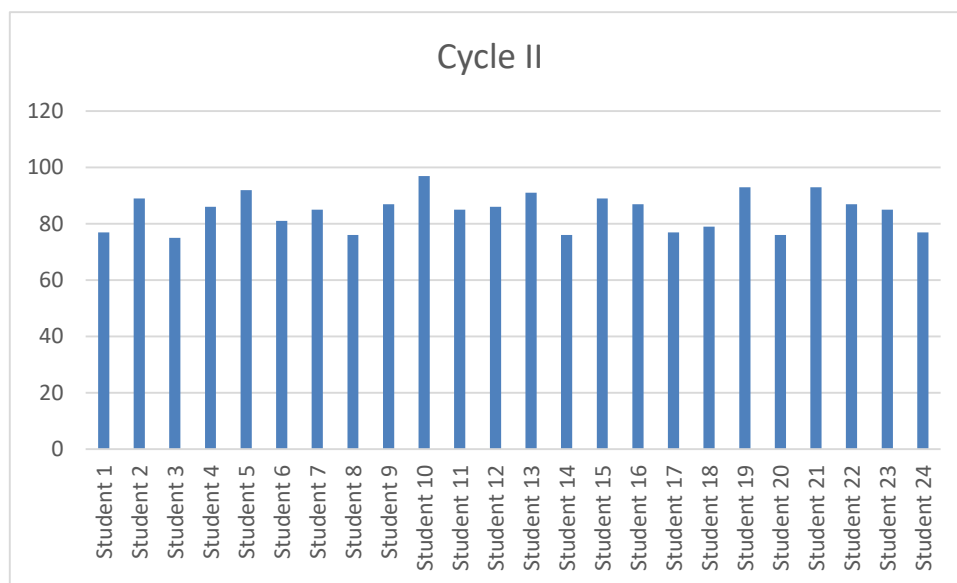


Diagram 4.3

The result of observation students' activities during the teaching and learning process. It can be seen in the table below:

OBSERVATION SHEET

Indicators in observing students activeness:

Very active:

- a) Always asking the question
- b) Always show spirit to studying
- c) Always answer teaching question

Active:

- a) Asking question more
- b) Show spirit to studying
- c) Answer the teaching question more

Less active:

- a) Asking question once
- b) Sometimes show laziness and spirit to studying
- c) Answer teacher question once

Not active:

- a) Never asking the question
- b) Show laziness
- c) Never wants to answer teacher question

Table 4.7
The Result of Observation Students' Activeness in Cycle II

No	Respondent	Activeness			
		Very Active	Active	Less Active	Not Active
1	S1	√			
2	S2	√			
3	S3		√		
4	S4		√		
5	S5		√		
6	S6		√		
7	S7		√		
8	S8	√			
9	S9	√			

10	S10		√		
11	S11		√		
12	S12	√			
13	S13	√			
14	S14		√		
15	S15		√		
16	S16	√			
17	S17		√		
18	S18	√			
19	S19	√			
20	S20	√			
21	S21		√		
22	S22		√		
23	S23		√		
24	S24			√	
	Total	10	13	1	

Based on the table above, there are 10 students (S1,S2, S8, S9, S12, S13, S16, S18, S19, and S20) with categories that are very active in the learning process, always asking questions and also able to explain the material well. There are 13 active students (S3, S4, S5, S6, S7, S10, S11, S14, S15,S17, S21, S22 and S23) with the category of showing enthusiasm in learning, being able to answer the teacher's questions even though the explanation is not perfect. Only 1 students who have less activeness (S24) this is because students show a lackluster attitude and also only answer questions once.

The results of are also depicted in the following diagram:

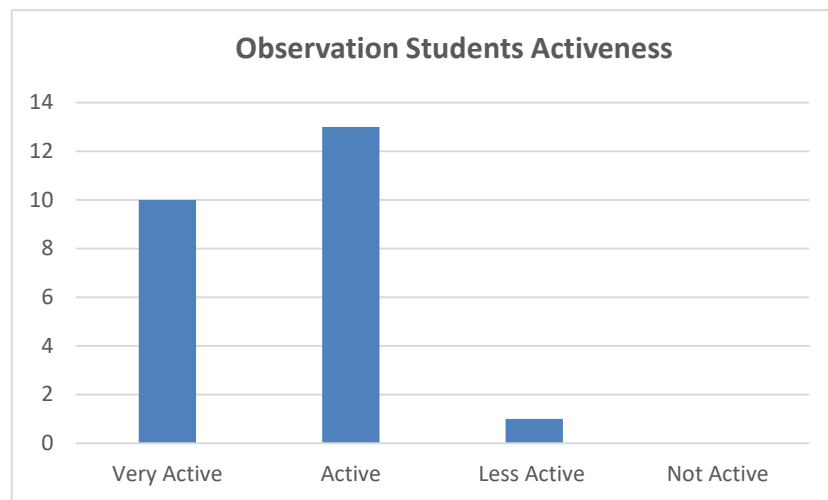


Diagram 4.4

4. Reflection Phase

There are several improvements that can be collected from the reflection stage. Learning in the second cycle class action was better than the first cycle. Student activeness in the classroom increased. The students were more courageous in expressing their opinions and arguments. The students were very enthusiastic in using Threads App and looked disciplined. The class condition was not noisy and attentive. This means that the Classroom Action Research (CAR) can be said to be successful, it is known that the implementation of the Threads application has improved student learning outcomes, which can be seen from the Minimum Completion Criteria (KKM) score that has been met, which is 75 points. Students' weaknesses in Cycle I have been resolved. Students' writing skills improved, students were motivated, students were more focused and active in the learning process.

B. Discussion

By considering findings, the researcher presents a discussion of the data provided to the students. This section explains about students' improvement in writing recount texts by using the threads application. Researchers in class XI Merdeka 2 SMA Negeri 4 Palopo also collaborated with teachers, where the teacher became an observer in the learning process.

The learning outcomes of SMA Negeri 4 Palopo students in class XI Merdeka 2, which were low in the test before implementation cycle and implemetation first cycle, improved in the second cycle. In this case, the researcher discusses data analysis, which is intended to determine whether the application of thread media can improve students' recount text writing ability. Students' ability to write recount text using the threads application can be analyzed from the text results in cycle II. In cycle II, students were more enthusiastic in learning activities. This can prove that application threads can improve the ability to write recount texts of grade XI students of SMA Negeri 4 Palopo.

In the test before the implementation of the cycle, based on the analysis of student test results with an average score of 59.58 with a minimum completeness criteria value of 20.83%. There were 5 people who scored 80, and 19 students scored below the minimum completion criteria. So that researchers implemented cycle I. In the First Cycle, based on the analysis of student tests in cycle 1, the average value of the first cycle was only 71.34 and the minimum completeness criteria was only 50%. There were 12 students who

answered who scored above the KKM and there were 12 students who scored below the KKM.

Based on the results of observations on inactive respondents, because they do not know the shortcomings of past vocabulary and also do not understand past tense, this results in them rarely responding to teacher questions and also opening a dictionary and asking the teacher or re-explaining the material that has been studied. Therefore, at each meeting the teacher gives students vocabulary that must be memorized at the next meeting. And the teacher also instructs students to bring a dictionary as a backup if their network is disrupted. So the researcher implemented cycle II because students in cycle I were less active and had not mastered writing recount text. Second Cycle, the average score of students' tests in cycle II was 84.41 with all students' scores above the KKM.

The threads application not only enhancing students' recount text writing skills, but the advantages of the threads application are also that it can be used in improving students' speaking, reading and even this application is very easy to improve students' vocabulary skills both at the beginner level. So, the threads application can be used in improving students' English language skills.

Based on the description above, it can be concluded that students have significantly improved their ability to write recount texts. This can be seen in each cycle. So, it can be concluded that the implementation of the Threads application in improving students' ability to write recount texts is proven.

From the discussion above, it can be concluded that the Threads Application is one of the effective ways to improve students' recount text writing skills. Researchers found several similarities and differences in the use of applications in teaching English. Where Iswar uses Instagram to improve English skills, Therefore, Peni Aditia uses Instagram to improve students' recount text writing skills.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the data analysis of the findings and discussion in the previous chapter, the researcher presents the conclusion that there is an improvement in students' recount text writing ability through the use of application threads. et There are several implications that can be drawn from the results of this study. The action implications are presented below.

The researcher found the right way to teach recount text writing in English (with a focus on recount text) by using application threads. The researcher successfully applied application threads during the learning process in the classroom, so that students could know how to use application threads to improve their recount text writing ability.

After conducting the research, the application of application threads can improve students' recount text writing skills because of significant student learning outcomes and proven by numbers, where in the test before the implementation of cycle I where students obtained an average score of 59.58% while student learning outcomes at the final meeting in cycle I were 71.34% and test results in cycle II were 84.4%. This can be categorized as an increase in student learning outcomes. The implication is that learning actions with the application of thread media can be used as a variety of learning media by English teachers.

B. Suggestion

As mentioned above, this study proved that the application of threads has a positive influence on students' achievement in recount writing. Threads application can be used as an alternative way to teach recount because it can reduce students' tension and boredom in writing. The researcher intends to provide some suggestions as follows:

1. English Teachers

It is recommended that English teachers consider using threads application as an English learning media especially in teaching writing. Through this threads application, students will find it easier to express their ideas.

2. Future Research

Threads application is recommended to be used in English teaching because it not only improves recount text writing skills, but can be used to improve speaking, reading, vocabulary and writing skills with different materials.

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**A
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Surat Izin Meneliti



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos. 91921
Telp/Fax : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1233/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama : RINI ANGGRAENI KUMALA SARI
Jenis Kelamin : P
Alamat : Desa Maliwowo, Kec. Angkona, Kab. Luwu Timur
Pekerjaan : Mahasiswa
NIM : 2102020028

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE IMPLEMENTATION OF THREADS APPLICATION TO ENHANCE STUDENTS WRITING SKILLS OF RECOUNT TEXT AT THE 2ND GRADE OF SMAN 4 PALOPO

Lokasi Penelitian : SMA Negeri 4 Palopo
Lamanya Penelitian : 19 Desember 2024 s.d. 19 Maret 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 19 Desember 2024



Ditandatangani secara elektronik oleh
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.

1. Wali Kota Palopo,
2. Dandim 1403 SWG,
3. Kapolres Palopo,
4. Kepala Badan Kesbang Prov. Sul. Sel,
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo,
6. Kepala Badan Kesbang Kota Palopo,
7. Instansi terkait tempat dilaksanakan penelitian

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) Badan Siber dan Sandi Negara (BSSN)





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 4 PALOPO**
Jalan Bakau Balandai No. Telp (0471) 21475 Email sman04plp@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor 400.7.22.1/045/UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, **Kepala SMA Negeri 4 Palopo**, menerangkan bahwa :

N a m a : RINI ANGGRAENI KUMALA SARI
N I M : 2102020028
Tempat / tgl. lahir : Mangkutana, 11 Juni 2003
Jenis kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Bakau Kel balandai kota Palopo

Yang bersangkutan telah melakukan kegiatan penelitian di **SMA Negeri 4 Palopo**, pada tanggal 08 Januari sampai dengan 19 februari 2025, guna melengkapi Skripsi yang berjudul:

"THE IMPLEMENTATION OF THREADS APPLICATION TO ENHANCE STUDENTS WRITING SKILLS OF RECOUNT TEXT AT THE 2ND GRADE OF SMAN 4 Palopo "

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 26 Februari 2025

Kepala SMAN 4 Palopo



MUZAKKIR., S.Pd.
Pembina TK.I/(IV/b)
NIP 19730407200121004



SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASIK

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Photographs of Students' Test Before Cycle



Photographs of Learning Process



Photograph of Students' Activity in CAR



Document Analysis Cycle I

Students	C	O	V	G	M	Score
S1	17	14	14	13	3	61
S2	25	18	18	17	4	82
S3	17	15	15	15	3	65
S4	22	17	16	16	4	75
S5	25	19	19	18	4	85
S6	17	13	14	13	3	60
S7	17	15	14	13	3	62
S8	16	13	12	13	3	59
S9	21	16	15	15	3	70
S10	27	22	19	18	4	90
S11	22	19	16	15	3	75
S12	23	18	17	17	4	79
S13	26	19	19	18	5	87
S14	17	15	15	14	3	64
S15	22	19	18	16	3	78
S16	22	19	16	15	3	75
S17	16	13	13	13	3	58
S18	17	15	14	13	3	62
S19	27	20	19	18	5	89
S20	17	14	13	13	3	60
S21	23	19	19	16	4	81
S22	19	16	16	15	3	69
S23	22	16	17	17	4	76
S24	17	15	13	13	3	60
Mean						71,34

Document Analysis Cycle II

Students	C	O	V	G	M	Score
S1	22	18	17	16	4	77
S2	27	20	19	18	5	89
S3	22	17	16	16	4	75
S4	25	20	19	18	4	86
S5	27	22	19	19	5	92
S6	23	19	19	16	4	81
S7	25	18	19	19	4	85
S8	22	17	17	16	4	76
S9	27	20	18	18	4	87
S10	29	23	20	20	5	97
S11	25	19	19	18	4	85
S12	25	20	19	18	4	86
S13	27	21	19	19	5	91
S14	22	17	17	16	4	76
S15	27	20	19	18	5	89
S16	27	20	18	18	4	87
S17	22	18	17	16	4	77
S18	23	18	18	16	4	79
S19	27	23	19	19	5	93
S20	22	17	17	16	4	76
S21	27	23	19	19	5	93
S22	27	20	18	18	4	87
S23	25	18	19	19	4	85
S24	22	18	17	16	4	77
Mean						84,41

Students Answer Cycle I

09.33 4G 3.00 KB/S 87%

← **Threads**
1 tayangan

 xyecipa432 27 menit

Nur azzifa azzahra
XI merdeka 2
I was Study at smpn 2 karonglang was one of the most memorable Priods of my life. 1spend three wonder lut years there, till with learning, Frienship, and unforgettable moments.
my experiene of going to school at smp 2 karondang was that I was exposed to the Sun in Front of the class because I was often late. used to lock my Friends in the toilet.
my special moment School was at Smpn 2 karondang. once camped at and Perior Performed a dance with Friends.

♡ 💬 ↺ 🔍

08.50 4G 4.00 KB/S 90%

← **Threads**

 andh.ini017 3 hari

Andhiny
My school life
I study at MTsN
When I studied at the library, I felt comfortable and was able to focus on my lessons.
When I saw my classmate win a basketball game."
During junior high, I studied hard and enjoyed extracurricular activities."

♡ 1 💬 ↺ 🔍

Lihat aktivitas >



Balas xyecipa432

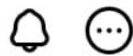


Balas andh.ini017

09.36 4G 3.00 KB/S



← **Threads**
1 tayangan



wrdamrnda_ 33 menit

arda

xi merdeka 2

my school life

I was study at SMPN 1 PALOPO was one of the most memorable periods of my life. I spend three wonderful years there, fill with learning, friendship, and unforgettable moments.

My experience at Smpn 1 Palopo, I once took part in a volleyball competition and I was able to bring home a trophy, namely 2nd place, and I was also caught skipping class at the UKS with my friends because I was too lazy to meet the subject teacher.



09.42 4G 0.46 KB/S



← **Threads**
1 tayangan



abill09_ 2 menit

NAME : MUH ABIL

CLASS : XI

My school live

i was to junior high school
SMP NEGERI 2 PALOPO

my experience in middle school

I missed lessons because I didn't like the teacher and several times my parents were called because I didn't complete my grades

My special moment was fighting at another school

My life in junior high school met good friends from different religions
and the school is clean and nice


[Lihat aktivitas >](#)


Balas wrdamrnda_



Balas abill09_



14.01 4G 726 KB/S

51


Threads
14 tayangan


rsyaalfrza_ 2 hari

Rasya

My school life

I was study at SMPN 2 Bone bone.

During mu time at SMPN 2 Bone bone, my experienced lot of growth, both academically and personally.

one of the most special moments was when I won the competition on August 17 at school with my friends and got lots of prizes and money.

I enjoyed going to school there with my friends


[Lihat aktivitas >](#)


Balas rsyaalfrza_



13.53 4G 4.00 KB/S

80


Threads


ciwiiiiciwiii 7 hari

Aina

X1M2

My junior high school life

My experience during 3 years was very enjoyable and the most memorable for my life, filled with precious moments such as having good friends, kind-hearted teachers who were very friendly.

One of my special moments at junior high school was when I successfully presented our discussion results in front of the class.

My life in junior high school was very enjoyable. I made many new friends and had very good teachers



Balas ciwiiiiciwiii





wulnmnrti_ 26 menit

ALAN

XI merdeka 2

MY school life

I went to junior high school at SMP Negeri 1 Kembang Janggut My experience when I went to school there was that I skipped class and was caught by the principal My special moment there was getting to know people from various ethnic groups There I can find out about the activities of other tribes and I enjoy studying there



11.36 4G 973 KB/S



← Threads



mnxrajaaa_ 12 menit

M. Raja

My School Life

My junior high school at NU BAHRUL ULUM. I studied there for three years and had many valuable experienced. I got many new friends and learned from experienced teachers.

One special moment that I will never forget was when our school team won the regional science competition. We worked together as a team and our hard work paid off.

Junior high school life was amazing. I learned a lot and had many exciting experiences. It was a great foundation for my future education.



Lihat aktivitas >



Balas wulnmnrti_



Balas mnxrajaaa_



Hotspot prbd : 1 ...

Digunakan 357 MB

← Threads



ciwiiiiciwiii 7 hari

Elpi

XI M2

My School Life

During the time of Mts al- Mujahiddin pombakka
 My experience in Mts I am very proud because I got
 good friends and when I have a need my friends help
 me. And my teacher is also proud to have a student
 like me Because I am very diligent at school and
 honest with my teachers. While studying there, I had
 many unforgettable experiences. Like skipping to the
 toilet during the ceremony. I skipped so I wouldn't be
 punished because I forgot my hat.



Balas ciwiiiiciwiii



09.41 4G 0.17 KB/S

🔔 🔒 90 🔋

← Threads



kefazzzz sekarang

Name:Kefas

Class:x1 m2

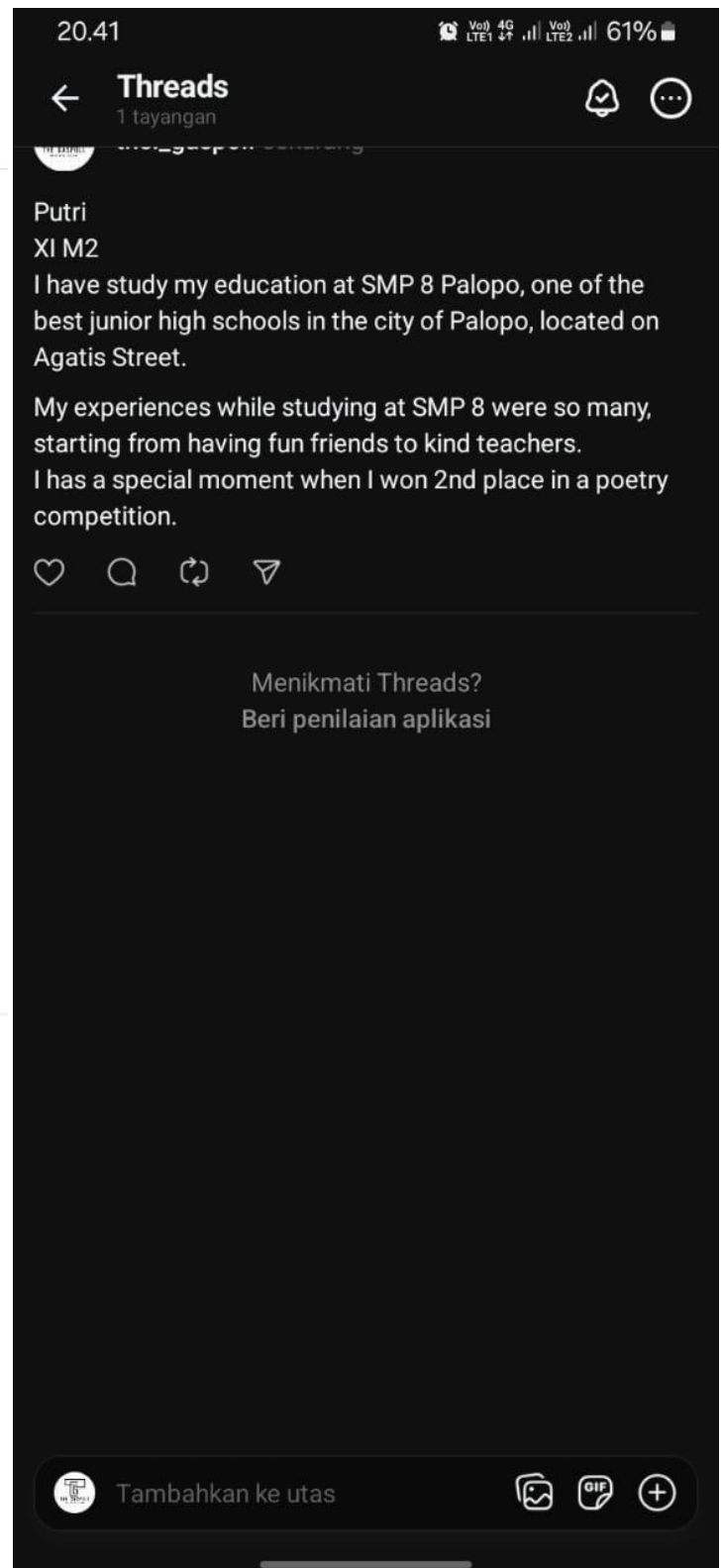
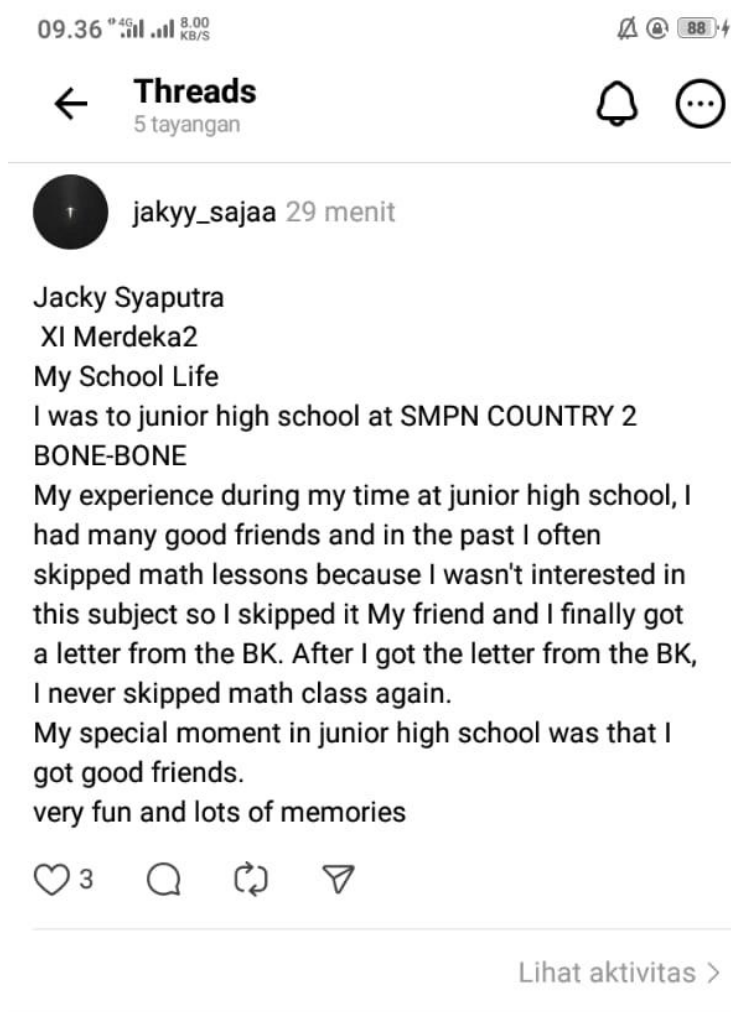
Title :My school

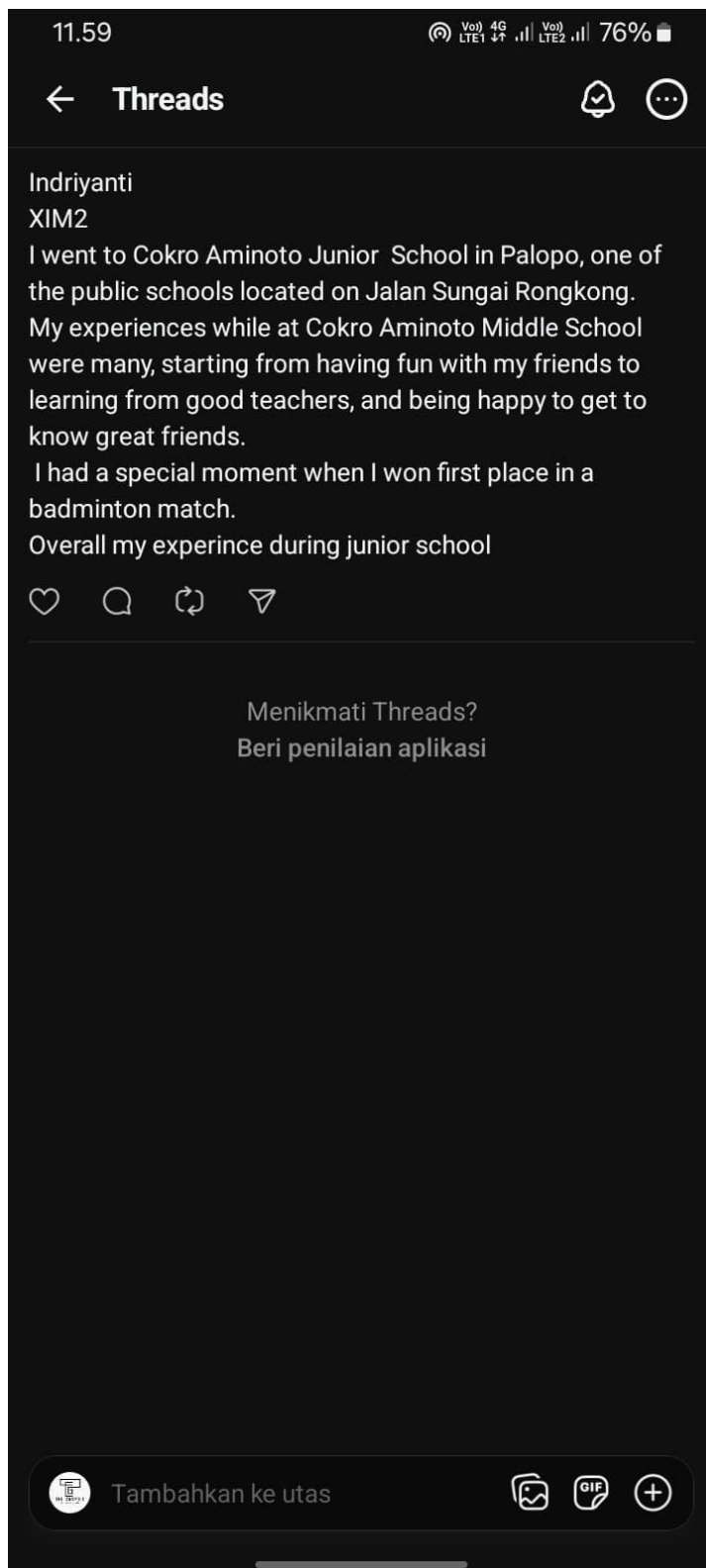
My junior high school at SMPN 1 My study period at
 SMPN 1 was one of the most memorable times in
 my life. I spent three wonderful years there, filled with
 learning, friendship and unforgettable moments.

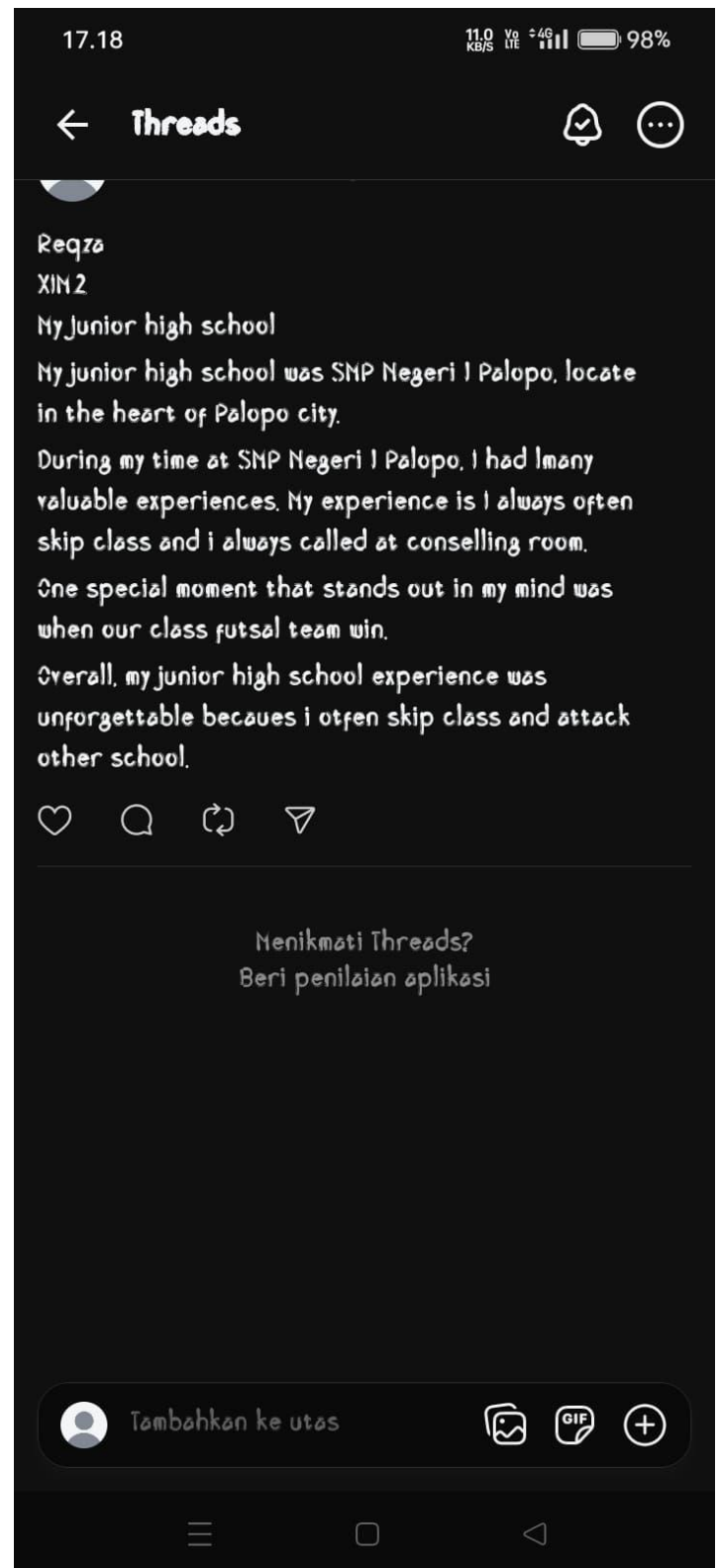
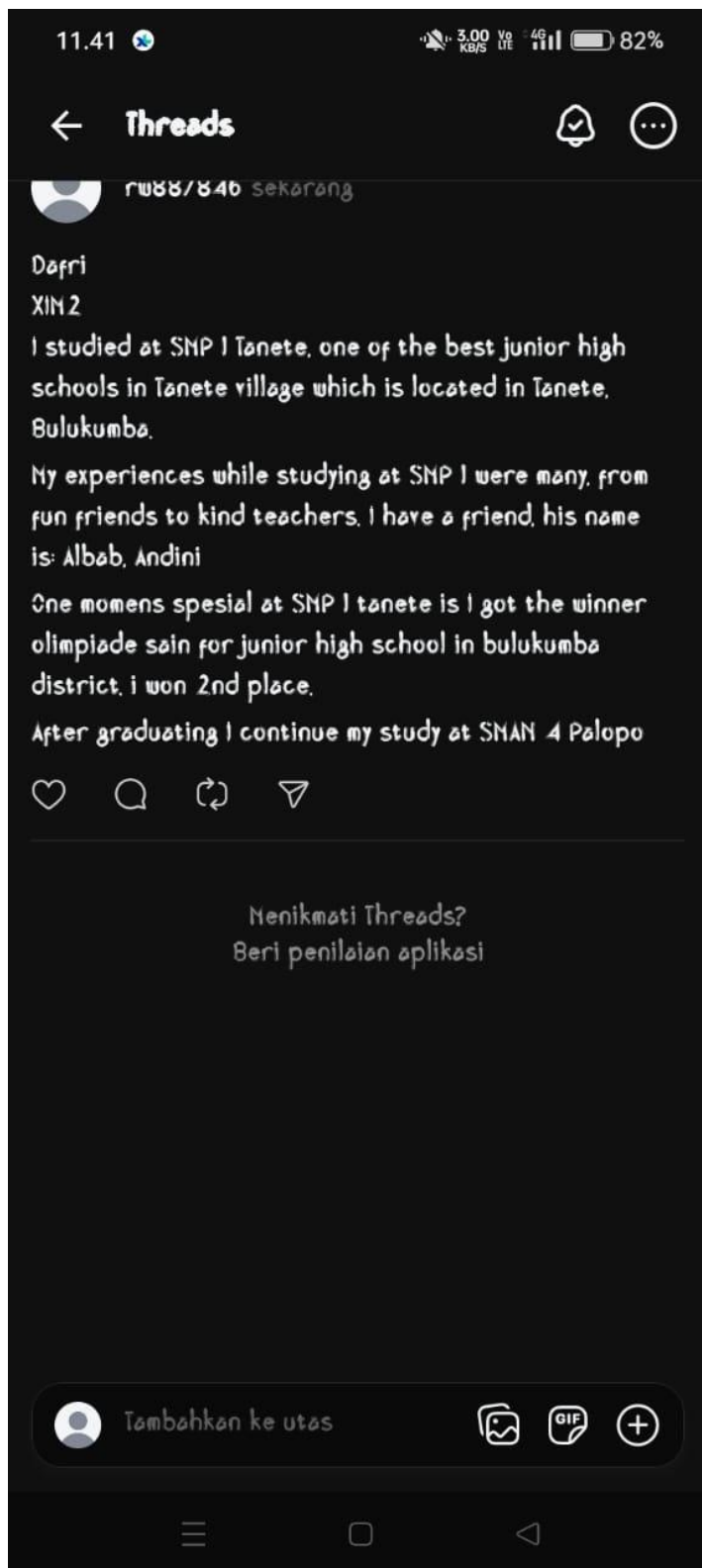


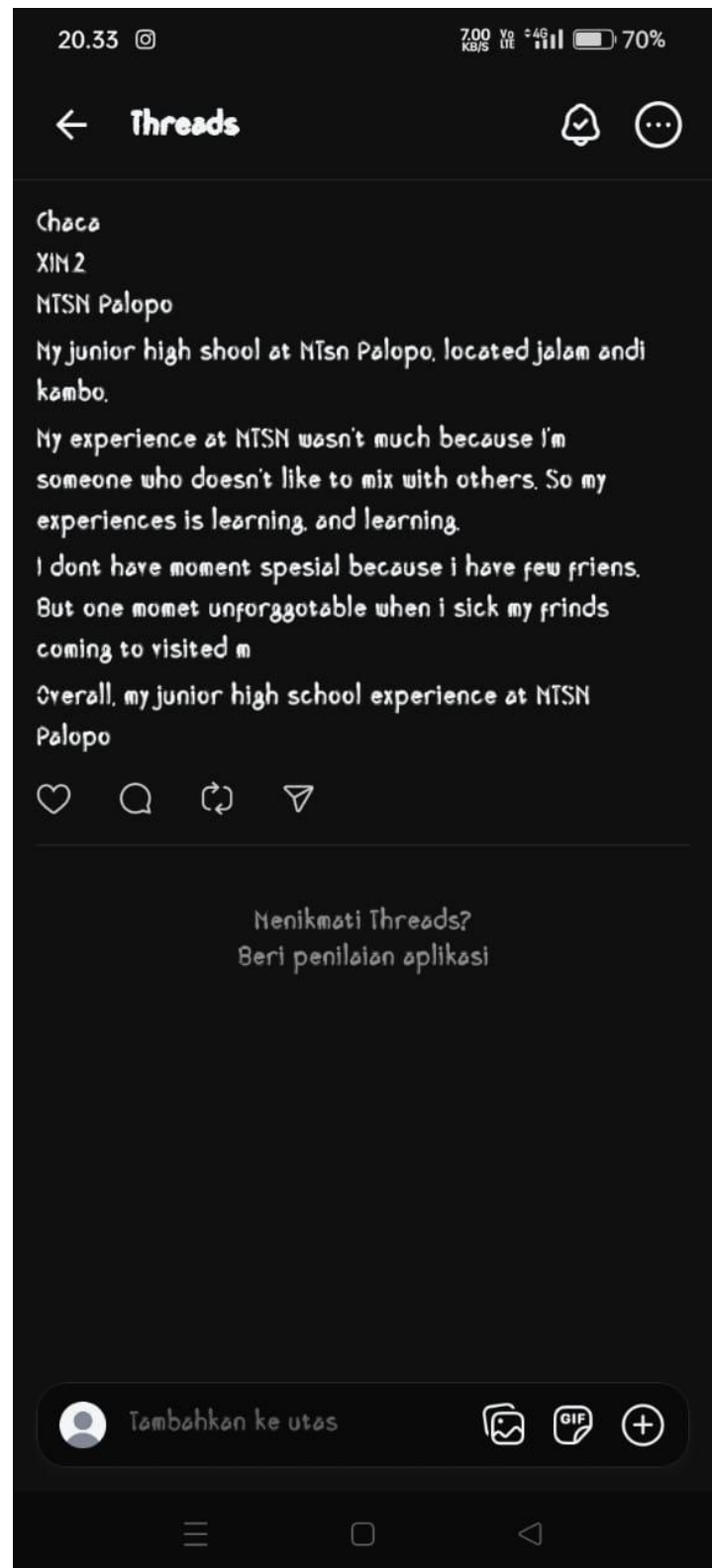
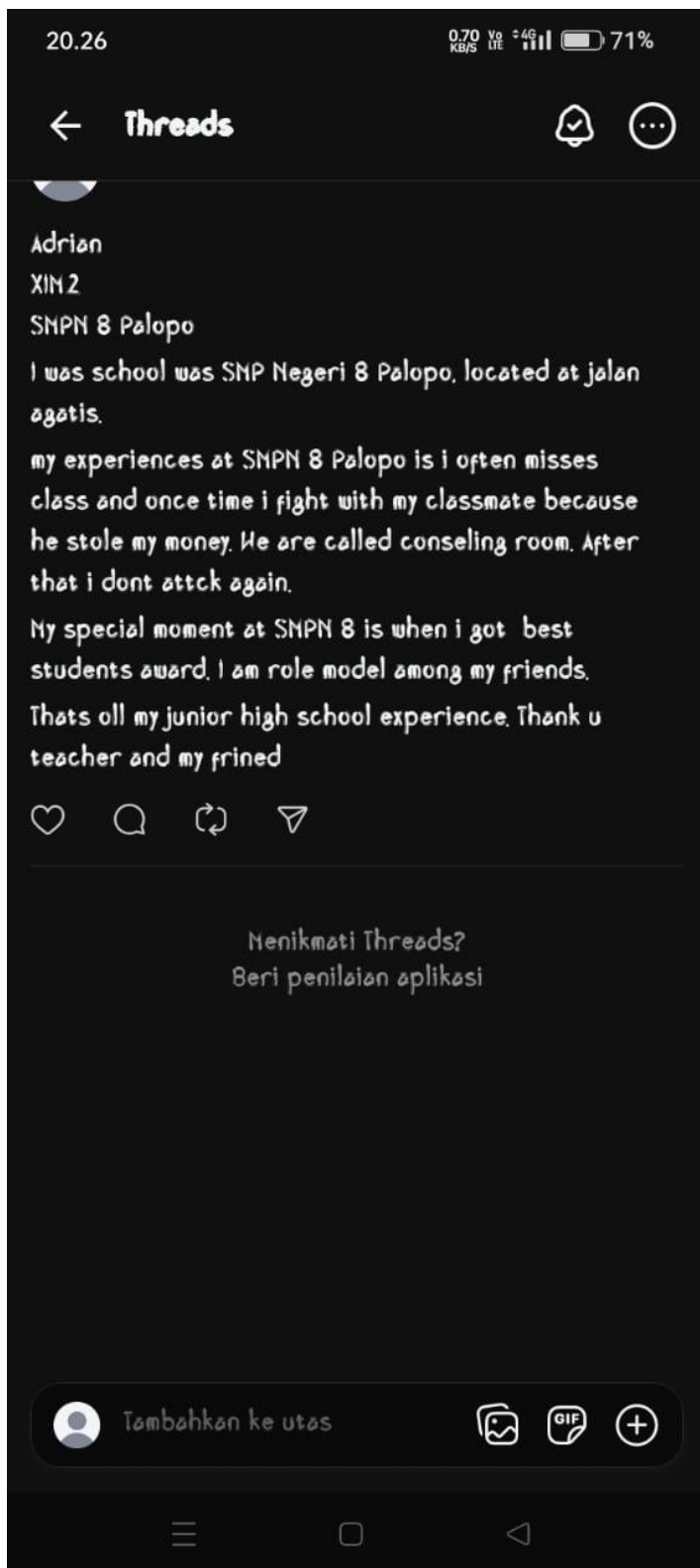
Balas kefazzzz

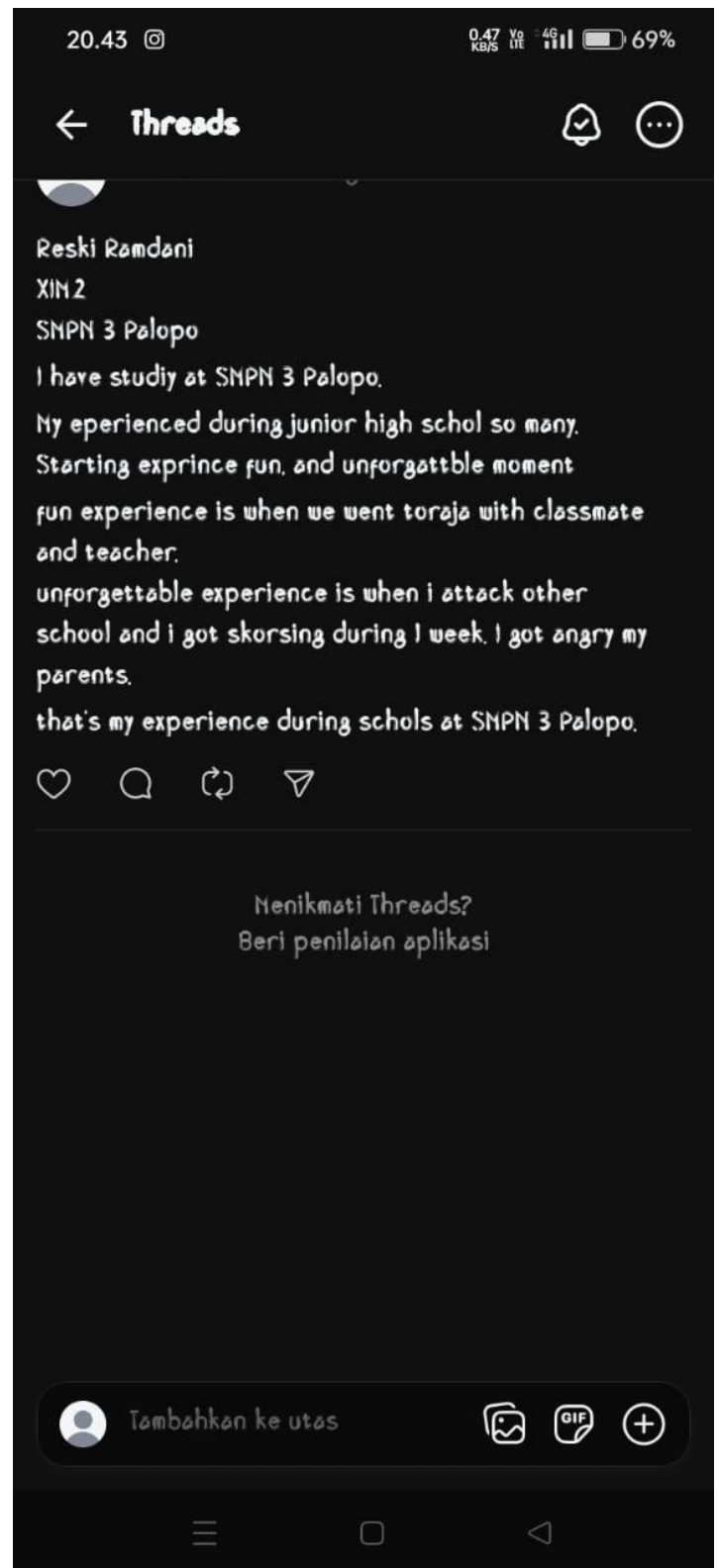
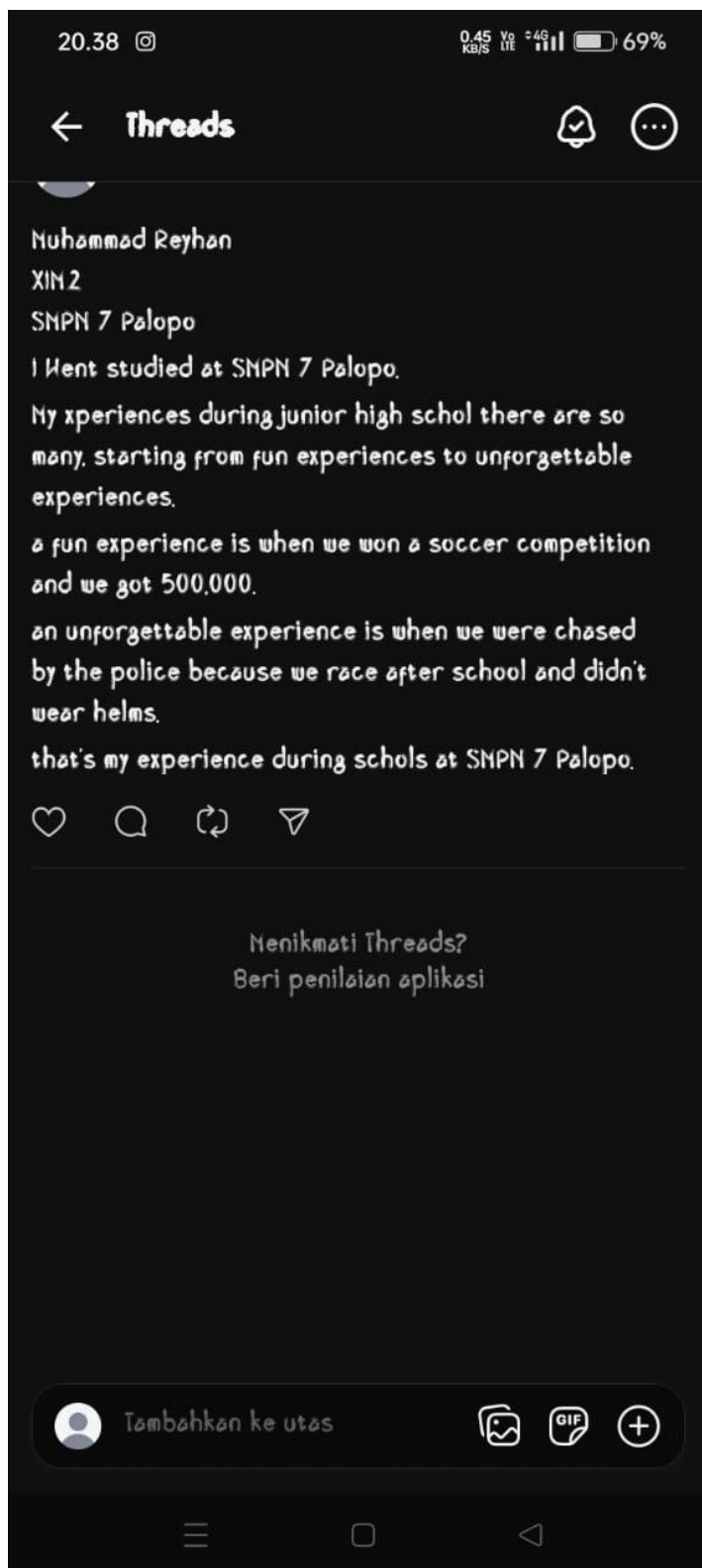


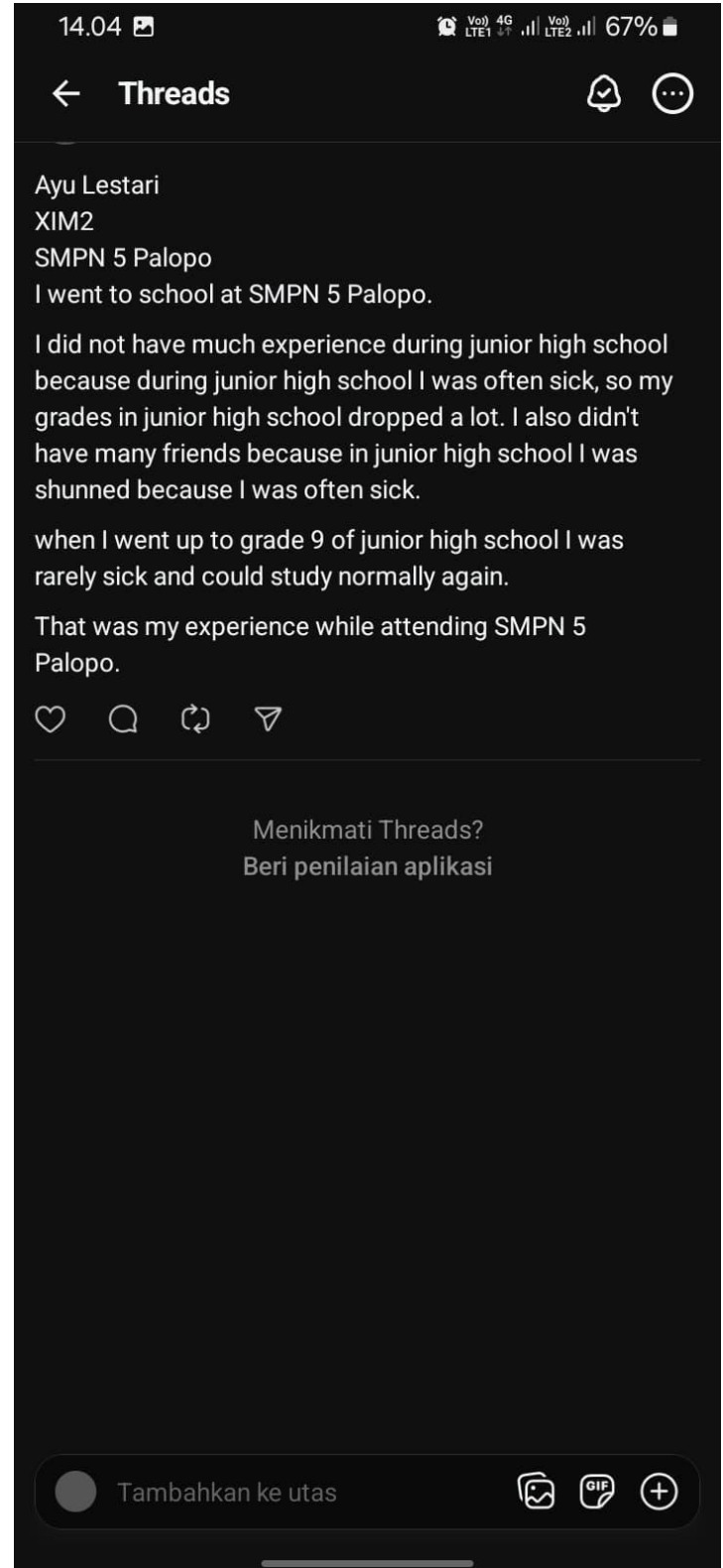
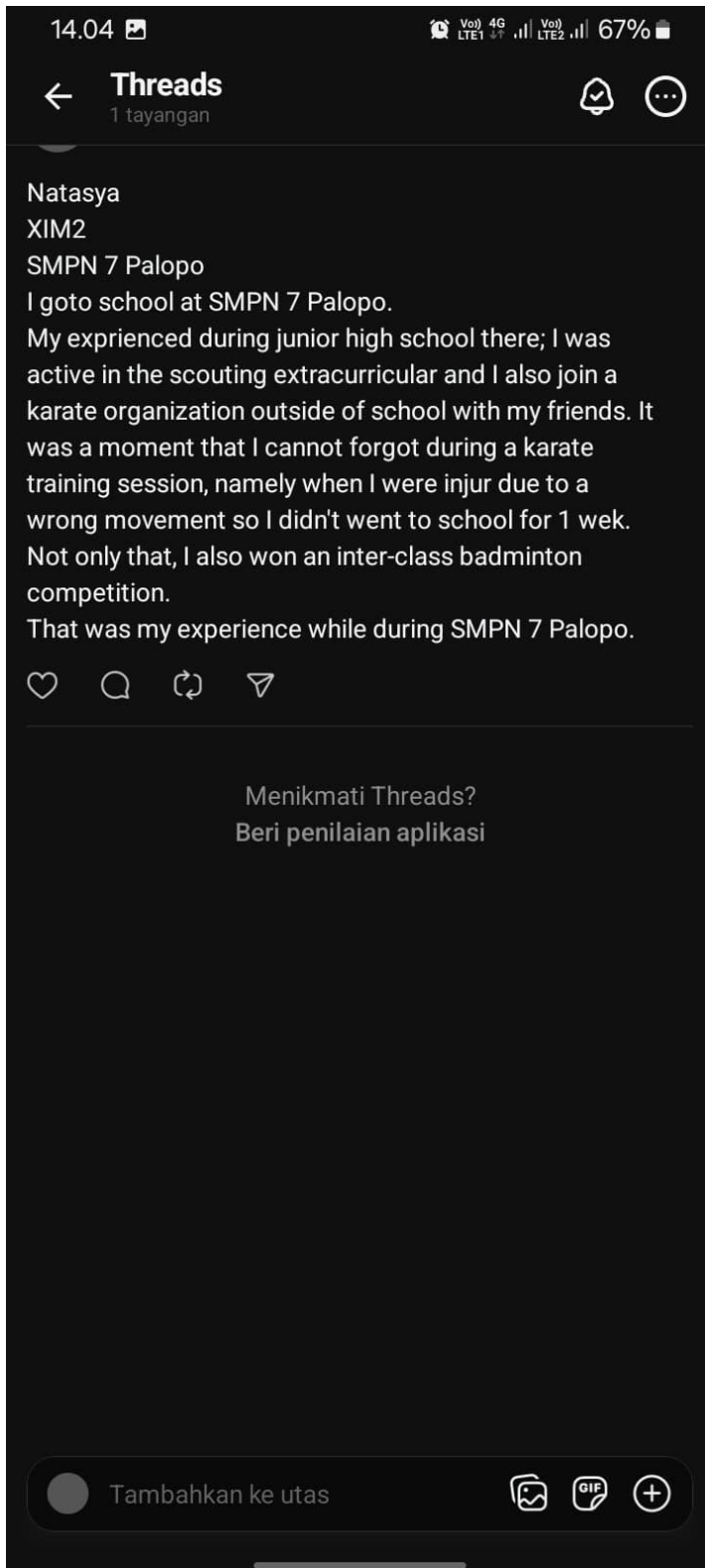


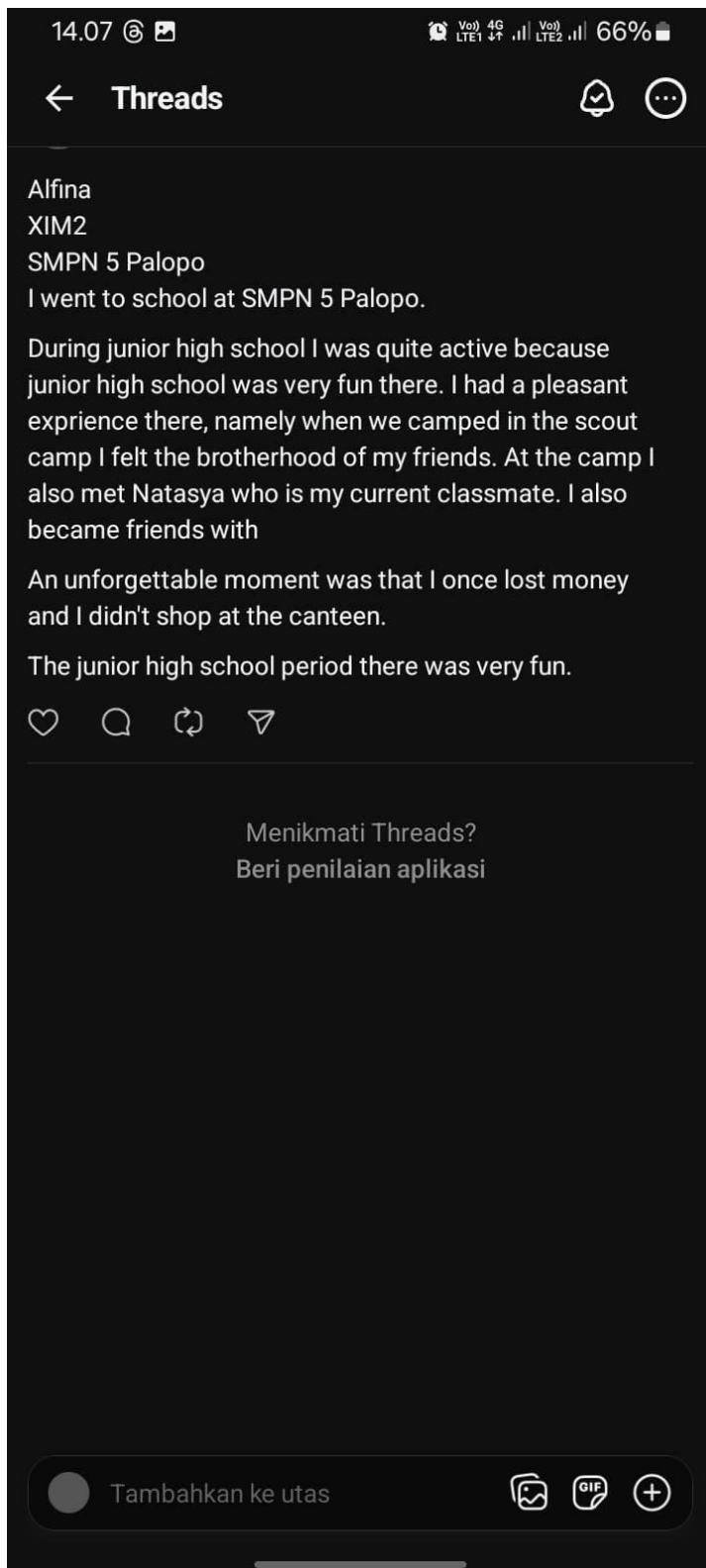












Students' Answer in Cycle II

12.26 79%
 ← Threads

Jacky Saputra
 My holiday

My short holiday last weekend was I went to agro with my family. I was very happy because I could go on holiday together and we had fun

After swimming, my family and I went to eat at a restaurant where there was a pond containing lots of gold fish and I was given fish food that was given to me by the workers at the restaurant and I gave the fish food. After that, we went back to home and I immediately rested

That's a very enjoyable weekend holiday with my family



Tambahkan ke utas

Dafri
 Unforgettable moment

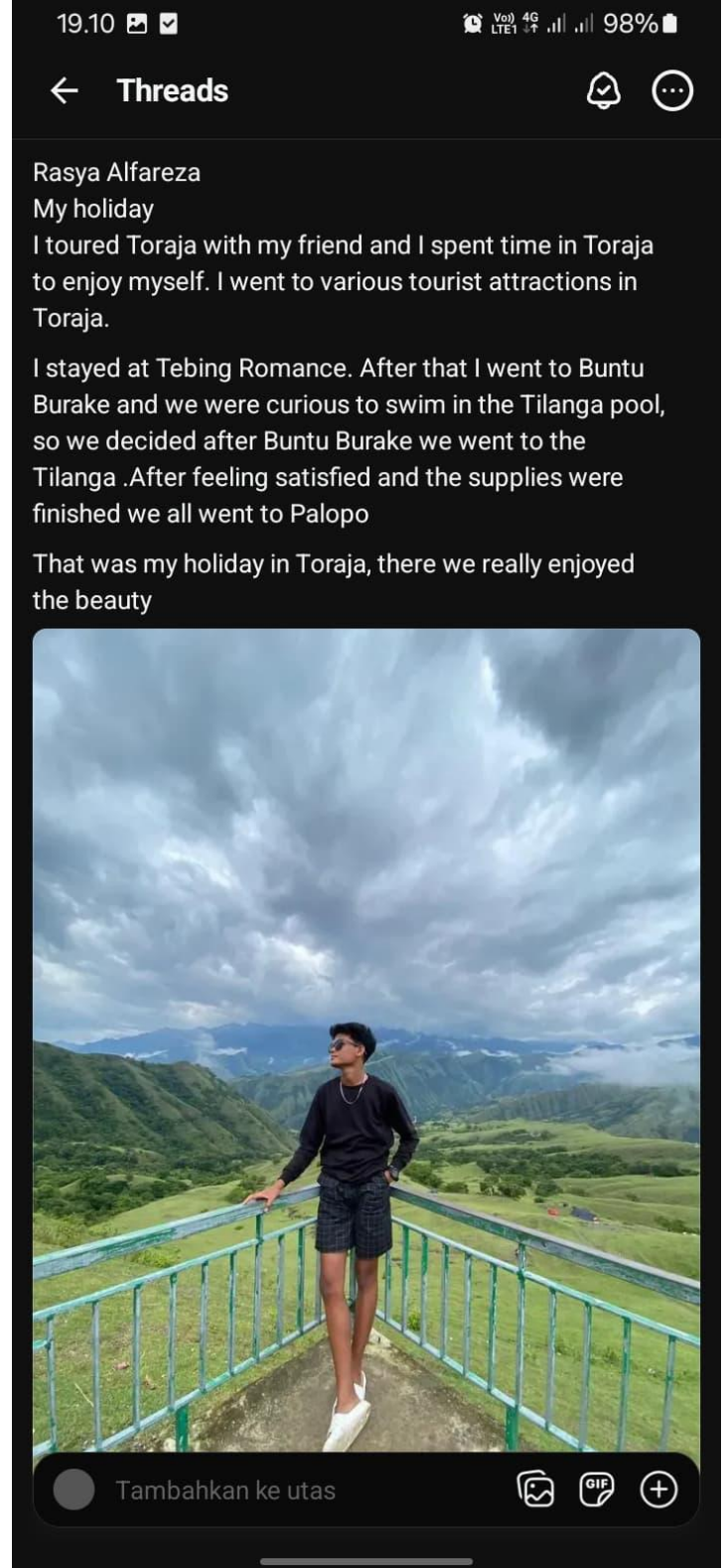
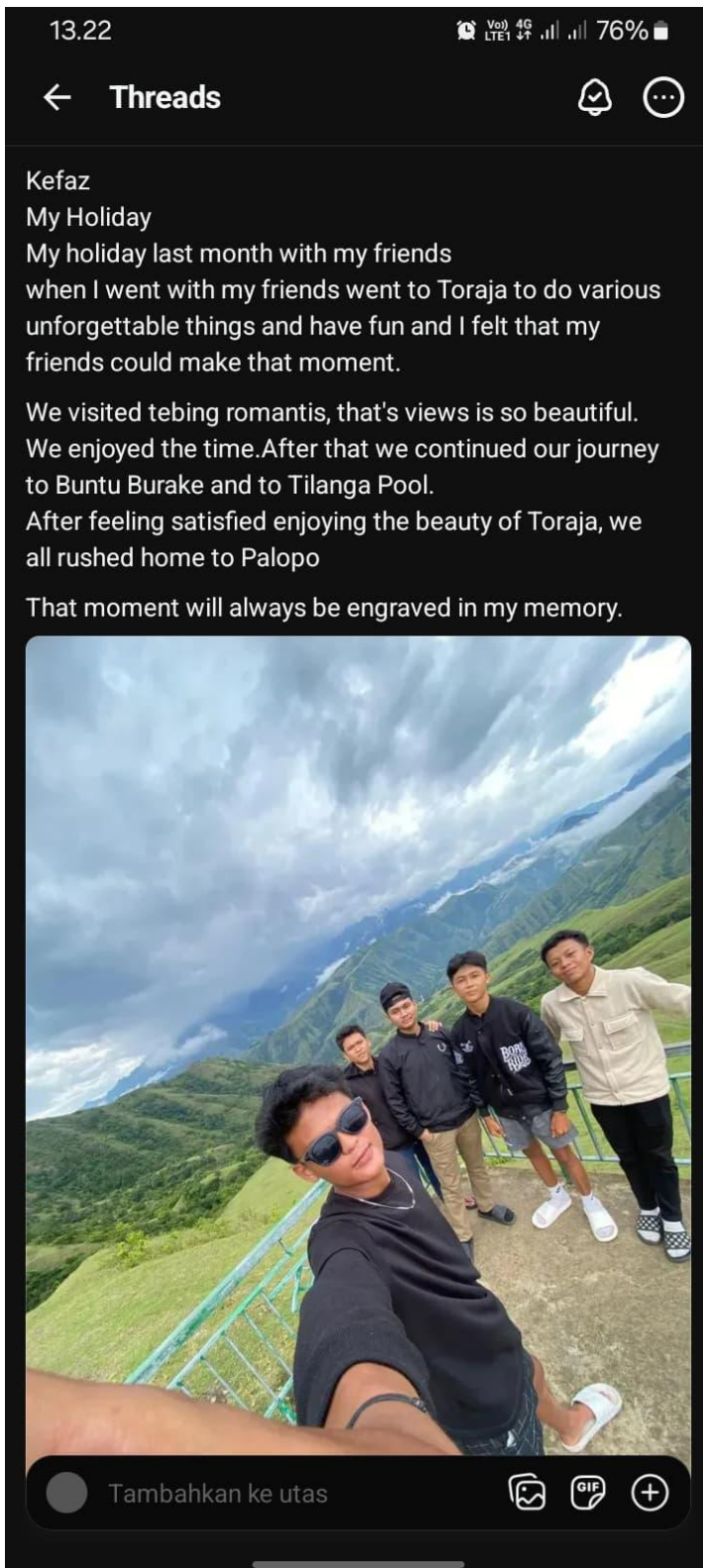
Every day is a moment that we can't forget, because every day is very precious. But the biggest moment in my life was when I joined the top model and the reading ambassador of Palopo City.

At first I feel inferior to register as a top model and a reading ambassador of Palopo City because of my weak physique, but I was strengthened by my mother, father and family. And in the end I was chosen as the runner up 2 top model and as the reading ambassador of Palopo City.



Menikmati Threads?
 Beri penilaian aplikasi

Tambahkan ke utas



08.57

VoLTE 4G LTE1 35%

Threads
2 tayangan

xyecipa432 5 menit

an unforgettable moment in my life,
namely....
saw my mother helplessly sick in the hospital,
after that I went straight to the hospital, and when I
arrived at the hospital I saw my mother lying limp on the
bed, and I saw my mother's smile which was very
beautiful, I was very grateful that Allah still gave life to
my parents... I will go home to Lutra to meet her.
I hope you get well soon, ma'am, and live a long life. I
want to repay all your kindness. ❤️❤️



Balas xyecipa432



19.39

VoLTE 4G LTE1 95%

Threads



Reqza

Unforgettable moment

I like road race, in racing I always win against my friends.
But one day my friend hit me because he lost a race bet,
and I couldn't accept it. Finally, I cooperated with the
police so that my friend was arrested because my friend
had been targeted by the police for because he had
many case

There was unforgettable moment when I lost the race in
the 3rd round I fel and hit a torotowar on the side of the
road. I was injured.

That was an unforgettable moment in my life



@ojengg23 🔥🔥

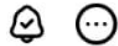
Tambahkan ke utas



08.17 @ ⚙️

Vo 4G LTE1 35%

← Threads



Indri

Best Moment

When we and the team went to a mountain, Mount Sinajii has a height of 2660 meters above sea level, we had 5 teams of which 1 team had 4 people, of which we were at post 4 in the rain and our friend was crying and someone almost had a hypo.

That's where all the teams panicked, and it turned out that our friend at the studio was fainting and all the teams were confused, and thank God he woke up from his fainting, and the next morning we continued our journey to the top of Sinaji.



Menikmati Threads?
Beri penilaian aplikasi



Tambahkan ke utas



19.58 @ ⚙️

Vo 4G LTE1 93%

← Threads



Alfina

My Holiday

Last holiday I get a lot of gifts and was invited to Malino with my parents as a prize for my first rank in class.

While on holiday I really enjoyed the affection of my parents, I also really like the cool atmosphere and the people there are very friendly. We also took pictures together, and continued around Malino

That was my vacation moment, I was very happy, I love my parents and I also like Malino



Menikmati Threads?
Beri penilaian aplikasi



Tambahkan ke utas



Andini Masdhar

Unforgettable moment

I like little kids, I am always happy if I am asked to take care of my little nephew or cousin.

But, one unforgettable moment, namely when I took care of my nephew because my sister go to work. I didn't know that the milk I gave my nephew was spoiled milk, finally my nephew kept vomiting and was taken to the hospital.

I also felt very guilty for letting the milk be exposed to sunlight which caused my nephew to be poisoned.

That was an unforgettable moment



Menikmati Threads?
Beri penilaian aplikasi



Threads

23 tayangan



ptrialfaizaaa_

My holiday

My short holiday last weekend, I went on holiday to Gowa district with my friend. We spent one night at the top of the Bissoloro Pine Forest.

At night, we witnessed a gathering of motorbike riders throughout South Sulawesi. The next morning, we went home and went straight to Makassar to eat coto and look at the sunset on Losari beach and after we finished looking at the sunset we then went home.

Overall, our holiday was very enjoyable and full of happiness.



Balas ptrialfaizaaa_





MODUL AJAR BAHASA INGGRIS KELAS XI

INFORMASI UMUM	
Kode Modul Ajar	-
Kode ATP Acuan	-
Nama Penyusun	Rini Anggraeni Kumala Sari
Jenjang Sekolah	SMA / MA / SMK / SEDERAJAT
Fase/Kelas	F / XI (Sebelas)
Domain/Topik	Menulis dan menceritakan kejadian di masa lalu melalui aplikasi Threads
Kata Kunci	<i>Recount Text, Threads Application</i>
Pengetahuan/Keterampilan Prasyarat	<i>Writing</i>
Alokasi waktu (menit)	3 X 45 Menit (135 Menit)
Jumlah Pertemuan (JP)	21 JP
Modal Pembelajaran	Tatap muka
Metode Pembelajaran	1) Inductive approach 2) Tanya jawab, diskusi, dan mengerjakan soal
Sarana Prasarana	1) Media: Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol 2) Sumber belajar: <i>E-Learning</i> , Buku paket/LKS, Video Youtube.
Target Peserta Didik	Reguler
Karakteristik Peserta Didik	Siswa regular yang aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan kejadian di masa lalu (<i>Recount Text</i>) dengan mandiri dan tidak pantang menyerah. Siswa mampu menguasai aplikasi threads untuk pengembangan kemampuan menulis <i>Recount Text</i> .

KOMPETENSI INTI

A. Tujuan Pembelajaran

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- F1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- F2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- F3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa yang telah dilalui
- F4. Mampu mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri
- F5. Menganalisis fungsi dan penggunaan aplikasi komunikasi digital (Threads) dalam kehidupan sehari-hari serta memanfaatkan aplikasi threads sebagai media dalam menulis recount text.

B. Pemahaman Bermakna

Threads Aplikasi merupakan fitur baru dari instagram yang dikelola oleh perusahaan meta. Threads bisa digunakan dalam menggunggah tulisan, gambar dan juga voice.

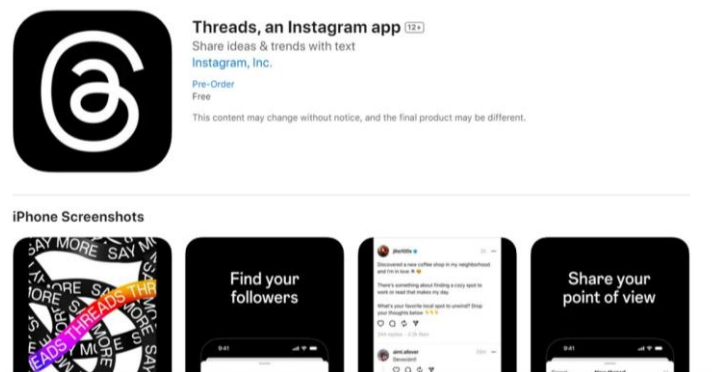
Recount text merupakan salah satu jenis teks dalam belajar bahasa inggris yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi dimasa lalu. Teks ini bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membaca tulisan recount text.

C. Pertanyaan Pemantik

- 1. Apakah kalian (peserta didik) pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?
- 2. Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

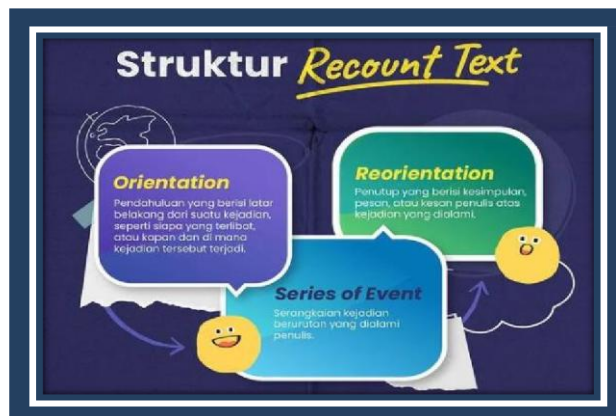
D. Materi Pembelajaran

1. Aplikasi Threads:



- Fungsi utama dan fitur komunikasi.
- Cara mengirim pesan singkat.
- Etika berkomunikasi digital.

2. Recount Text:



- Pengertian dan tujuan.
- Struktur (orientation, events, reorientation).
- Penggunaan kata kerja bentuk lampau dan penanda waktu.

3. Contoh recount text sederhana terkait pengalaman

Last month, I joined the Rogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard.

Orientation

First, I woke up very early in the morning because the marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it. We were excited to run the marathon. When the marathon started, I ran as fast as I could. After some kilometers, I was already tired, so I just jogged for the rest of the way. Finally, I finished the marathon. It was exhausting, but it was also so fun.

Series of Event

After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

Reorientation

D. Kegiatan Pembelajaran

1. Pendahuluan (10 menit)

- Guru membuka pembelajaran dengan menyapa dan memotivasi siswa.
- Diskusi tentang pengalaman siswa menggunakan aplikasi Threads atau aplikasi percakapan lainnya.
- Menyampaikan tujuan pembelajaran dan manfaat materi hari ini.

2. Kegiatan Inti (115 menit)

• Pengenalan Recount Text (45 menit)

- Penjelasan ciri-ciri dan struktur recount text dengan contoh sederhana.
- Membaca contoh recount text dan mengidentifikasi ciri kebahasaan utamanya.

• Pengenalan Aplikasi Threads (30 menit)

- Penjelasan fungsi dan fitur utama aplikasi Threads melalui presentasi atau video.
- Diskusi tentang pentingnya etika dalam berkomunikasi digital.
- Simulasi membuat dan mengirim pesan singkat melalui Threads.

• Penulisan Recount Text (40 menit)

- Siswa diminta menulis recount text singkat tentang pengalaman menggunakan aplikasi Threads atau pengalaman sehari-hari.
- Guru memberikan feedback dan membimbing perbaikan tulisan siswa.

3. Penutup (10 menit)

- Siswa membagikan pengalaman dan hasil tulisan mereka secara singkat kepada teman di kelas.
- Guru memberikan kesimpulan dan menegaskan kembali pentingnya pemanfaatan teknologi digital yang positif dan keterampilan menulis recount text.
- Tugas kecil: siswa mengirim pesan recount singkat melalui aplikasi Threads ke teman mereka atau menulis ulang recount text di buku.

E. Penilaian

1. **Penilaian Sikap:** Observasi partisipasi dan etika komunikasi digital selama pembelajaran.
2. **Penilaian Pengetahuan:** Tes lisan tentang fungsi aplikasi Threads dan struktur recount text.
3. **Penilaian Keterampilan:** Penilaian tulisan recount text menggunakan rubrik sederhana (ide, keterpaduan, ketepatan bahasa).

BIOGRAPHY



The author, Rini Anggraeni Kumala Sari, was born in Mangkutana on June 11, 2003. She is the first of three siblings, the daughter of Mr. Sandi S. and Mrs. Rahmawati. Her educational journey began at SD Negeri 212 Bubu, which she completed in 2015. She then continued her studies at MTs Al-Falah DDI Angkona and graduated in 2018. Afterwards, she pursued her senior high school education at SMA Negeri 6 Luwu Timur, majoring in Social Sciences (IPS), and graduated in 2021. In the same year, she continued her higher education at the State Islamic University of Palopo, majoring in English Education under the Faculty of Tarbiyah and Teacher Training. The author hopes that the knowledge gained during her studies will be beneficial not only for herself but also for the wider community.