

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present conclusions and suggestions based on the results and discussion. The conclusions are related to the implementation results regarding the use of Padlets in teaching writing recount texts for grade X students of SMAN 6 Madiun.

A. Conclusion

This research focuses on the use of Padlet in learning to write recount texts for students of class X SMAN 6 Madiun. There are three main aspects analyzed in this study: Using Padlet in Learning to Write Recount Texts, Obstacles in Using Padlet, Solutions to the obstacles encountered. The explanation is below:

1. The Use of Padlet in Learning to Write Recount Texts

The use of Padlets in learning to write recount texts for students of class X SMAN 6 Madiun is proven to improve the quality of writing learning. At each stage of learning, Padlet is used consistently. At the introduction stage, it conveys objectives and provides motivation to students; at the core stage, materials are presented, students write texts and participate in collaborative activities, such as sharing writing and providing comments; and at the closing stage, it conveys conclusions and provides feedback. Padlet has developed into a major platform that not only helps students to write but also builds an interactive, visual, and technology-based learning environment. Therefore,

Padlet helps improve the learning atmosphere, encourages students to participate more, and improves EFL writing skills.

2. The Obstacles in Using Padlet to Teach Recount Text Writing

During the learning process, several obstacles were found that hindered the effectiveness of using Padlet. The first obstacle was found from a technical perspective, such as limited internet connection, inadequate devices such as students who still have cellphones with low specifications, and students' lack of understanding of using padlet. In addition, the constraints of limited vocabulary in English, understanding of grammar, which is still low, and ignorance of the structure of recount text make it difficult for students to write. Both of these barriers impacted on the quality of students' writing and their engagement in digital-based learning. This shows that the use of Padlet depends not only on the platform, but also on the ready infrastructure and students' abilities.

3. Solutions to the Obstacles Encountered in Using Padlet for Teaching Recount Text Writing

To overcome these obstacles, teachers take a number of contextual and practical strategies. In these obstacles, teachers help students directly in accessing and using Padlet if there are technical problems and provide assistance with internet access through a personal hotspot. In addition, to overcome the language barrier, teachers provide examples of simple recount text material by explaining the text structure in detail and providing guidance in terms of composing sentences and appropriate vocabulary. Teachers also encourage students to use tools to change English with Google Translate or

digital dictionaries while still providing direction and correction to avoid errors in language selection. In addition, collaborative activities such as giving comments and feedback to each other's writing through Padlets can improve students' understanding of the structure and content of recount texts. This strategy is proven to help improve students' participation and learning outcomes. They also show how important it is to adapt learning methods to the circumstances of students and schools.

B. B. Suggestion

Based on the findings and conclusions of the study, the researcher provides several suggestions for all participants involved in this study. Including, for teacher, students, and future researchers. The following are some suggestions given by the researcher.

1. For The Teacher

Based on the results of the research on the use of Padlets in teaching recount text writing, teachers can be expected to be able to utilize Padlets as an innovative writing media, especially in teaching recount text material. However, teachers need to provide special training for students to better understand how to use Padlets optimally. In addition, teachers also need to provide supporting facilities for internet network access such as Wi-Fi or additional devices so that the student learning process runs.

2. For The Students

Based on the results of the study, students are expected to be more active and open in using digital media platforms such as Padlets as a means of

learning to write. The Padlet encourages students to learn to write actively and collaboratively. In addition, students also need to improve their writing skills, especially in writing English, things that need to be learned in writing English, namely in terms of vocabulary and sentence structure so that students develop well in terms of writing.

3. For The Future Research

For future researchers, this study still has limitations, especially in the number of participants and the scope of the material. The hope for future research is to further develop this research by using different research techniques, namely quantitative or can compare the effectiveness of Padlets with other digital media.