



## INTEGRATING SOCIAL MEDIA INTO LANGUAGE LEARNING: THREADS AS A TOOL FOR TEACHING RECOUNT TEXT WRITING

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Accepted :

15 July 2025

Published :

24 July 2025

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### ABSTRACT

This research explores the integration of Threads, a text-centric social media application developed by Meta, as an instructional tool for teaching recount text writing. The study was conducted among tenth-grade students at SMK Muhammadiyah Karanganyar, with a central focus on learners' perceptions regarding the platform's use in the writing classroom. Employing a descriptive qualitative approach, data were gathered through questionnaires and semi-structured interviews, and subsequently analyzed using Miles and Huberman's interactive model, which encompasses data reduction, data display, and conclusion drawing. The results reveal that Threads was positively embraced by students. They exhibited not only a solid grasp of the platform's functionalities but also demonstrated the ability to construct recount texts in a well-organized manner. Students used the reply feature to compose each section sequentially, allowing for logical idea progression and the maintenance of chronological coherence—key characteristics of the recount genre, which includes orientation, series of events, and reorientation. Furthermore, the platform fostered collaborative interaction among peers and stimulated narrative development through its threaded conversation format. Overall, the study concludes that Threads offers a dynamic and supportive digital space for recount writing, significantly enhancing student engagement, narrative coherence, and creative expression.

**Keywords:** *Threads, Teaching platform, Writing, Recount text, Student perception.*

### 1. INTRODUCTION

Writing constitutes a fundamental language skill that empowers learners to articulate their thoughts, structure their ideas coherently, and convey messages with clarity. As Richards et al. (2022) highlight, effective writing encompasses a range of interconnected elements, including idea development, coherence, grammatical precision, and lexical appropriateness. Murcia (2017) further emphasized that proficiency in second language writing entails the capacity to produce text with a reasonable degree of accuracy and consistency. In a similar

vein, Brown (2019) identified the hallmarks of proficient writing as the integration of content, vocabulary, grammar, organization, and mechanical accuracy. Nonetheless, many students face persistent challenges in organizing their ideas, forming well-structured sentences, and adhering to grammatical conventions. Given its global status, English serves as a vital medium of communication across nations, significantly shaping personal, academic, and professional interactions. Oviogun and Veerdee (2020) assert that language functions as a conduit for exchanging ideas, expressing thoughts, and

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facilitating interpersonal communication. Within the context of English language education, recount texts serve as a valuable genre through which students learn to narrate personal or historical events in a coherent, structured, and contextually meaningful manner, thereby reinforcing both linguistic competence and narrative skills (Siregar, 2024; Gayatri & Gaffar, 2023).

However, in practice, many students still face significant challenges when composing recount texts, especially in organizing ideas and applying the correct structure. This issue is particularly noticeable in vocational schools, where students tend to have less interest in extended writing tasks and struggle to engage with traditional instructional approaches. As a result, the teacher must seek more engaging, relatable, and accessible platforms to support students' writing development (Perrone et al., 2024; Dhananjaya et al., 2024).

In the era of digital transformation and social media, integrating technology into writing instruction is no longer an option but a necessity. Hyland (2019) and Hyland (2019b) emphasizes that digital tools create interactive and collaborative learning environments that can stimulate student interest and participation. One such platform is Threads, a text based microblogging platform launched by Meta in 2023. Threads enables users to write in connected replies or "threads", which aligns naturally with the chronological structure of recount texts comprising orientation, events, and reorientation.

Several studies have previously explored the use of digital media in teaching recount texts. Efrizal (2019)

investigated the use of picture media in enhancing students' recount writing skills through a classroom action research approach. The study concluded that pictures significantly supported the development of organization and vocabulary in students' writing. Similarly, Basith (2020) examined the use of Instagram as a medium in teaching recount texts and found that it increased student motivation and engagement. Meanwhile, Hasanah (2022) analyzed students' recount writing ability and reported that many students faced difficulties with fluency, highlighting the need for structured and interactive practice. More recently, Andini and Indari (2024) conducted a study using Threads to enhance students' speaking ability. Their findings indicated that Threads helped students become more engaged and confident in language production, although their study focused specifically on speaking skills. Unlike those studies, the present research focuses on the implementation of Threads specifically for teaching writing recount texts. While Andini and Indari (2024) have explored the use of Threads for speaking practice, no previous research has investigated its application for structuring and organizing recount writing. This novelty positions Threads not only as a communication platform, but also as a digital environment that supports writing instruction aligned with genre-based pedagogy.

From a theoretical perspective, Ida Royani and Sihombing (2024) defined writing as encoding ideas into words. Argawati and Suryani (in Pratiwi et al., 2019) stated it is expressing ideas so others can interpret them. Essential elements include idea development,

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organization, grammar, vocabulary, and mechanics. Fadilah et al. (2023) classified vocabulary as productive and receptive. Then, Zulaikah et al. (2018) stated that writing types include expository, descriptive, persuasive, and narrative. Erniwati et al. (2022) and Anderson and Krathwohl (2019) described recounts as texts retelling past events. Rosdiana et al. (2024) noted the structure: orientation, events, and reorientation. Jaya et al. (2025) and Lesiana et al. (2023) identified language features such as use of nouns, past verbs, time connectives, and adverbs. Threads is a text-based app by Meta that supports sequential writing. According to Arindam (2024), its features include real-time posting, replies, comments, hashtags, and threading supporting structured writing tasks. Threads prioritizes text and peer interaction, aligning well with process-based and collaborative writing models. The process-based approach to writing Rose and Meyer (2019) underlines the importance of guiding students through planning, drafting, revising, and publishing. Threads facilitates this process digitally, allowing students to write incrementally and engage in reflective composition. Furthermore, constructivist theory supports the use of social interaction and feedback in knowledge construction, which Threads makes possible through peer visibility and comment features (Bahufite et al., 2023; Sherine et al., 2020).

The objective of this study is to describe the implementation of Threads as a teaching platform as perceived by students in writing recount texts. It seeks to answer how Threads is applied in the classroom context and how students respond to its use as a digital writing

platform. This study is significant because it contributes to both pedagogical innovation and the digital transformation of English language teaching, particularly in vocational school settings where writing instruction often needs to be more practical, interactive, and technology-based. The novelty of this study lies in its focus on Threads a newly introduced social media platform that has not been widely researched in the context of English language education. While many previous studies have explored Instagram, blogs, or video based platforms, this study is among the first to examine how a threaded microblogging platform can support the instructional goals of recount writing in a vocational high school setting.

## 2. METHODS

The research employed a qualitative descriptive approach. The information is presented in the form of among documents, field notes, extracts from interviews, and extracts from videotapes, audiotapes, or electronic communications and The study was conducted in April–May 2025 with one class of tenth-grade students at SMK Muhammadiyah Karanganyar, consisting of 36 students. The researcher collected the data after giving the material in class and taught the recount text material in using the learning platform (Miles & Huberman 2019; Patton, 2020). Then, the students were asked to write the recount text into Threads application. Next, the researcher shared questionnaires and did interview to the students to find out students' understanding of the implementation (Dornyei & Taguchi,

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2019; Kvale, 2021). Data were collected using two instruments. The first was a questionnaire consist of 15 Likert-scale items, where the first five focused on implementation. Miall and Kuiken (2019) states that questionnaires are effective in gathering large amounts of data in an organized manner. The responses from 36 students were analyzed and categorized into five scales: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA). The second instrument was set of semi-structured interviews with 5 students to explore their experiences with Threads in greater depth. According to Elhami et al. (2022), qualitative research often relies on interviews as an essential tool for gathering rich data. The interview question covered the student experience which asked, *“Can you describe your experience of using Threads to write recount texts in class?”*.

The data were analyzed using the model from Sugiyono (2021) consisting of data reduction, data display, and conclusion drawing.

**3. RESULTS AND DISCUSSION**

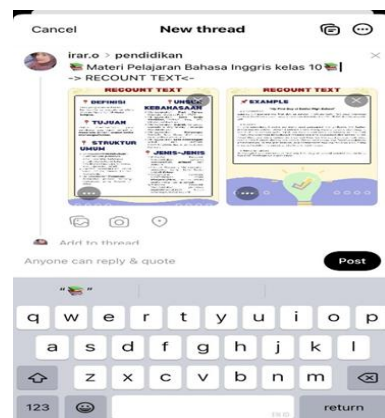
**3.1 The Implementation of Threads in the Classroom**

The use of Threads as a teaching platform followed a clear instructional procedure. The following are the practical steps observed during the process, supported by documentation screenshots:



**Picture 3.1 The first step starting a new post**

Students clicked the ‘+’ button or the “What’s new?” field to start a new thread. In this step, students can start writing by tapping on the ‘What's new?’ column at the top of the screen or clicking on the ‘+’ button located at the bottom center. This is the first action to open a new thread where students will start composing their story text.



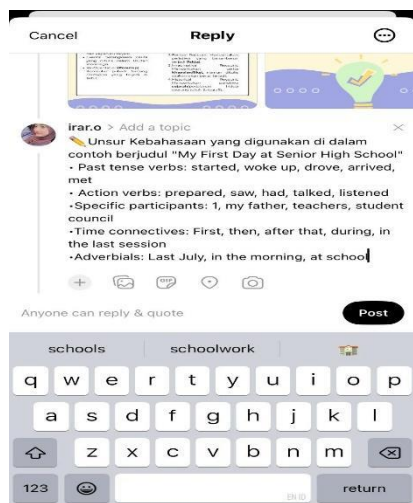
**Picture 3.2 Second step writing the content**

After entering the thread editor, students start writing their recount text. They can also upload relevant images or learning materials, to support their posts. Once finished, students click the ‘Post’ button to publish their writing.



**Picture 3.3 Third step, the Threads has been posted**

After posting (Figure 3.3), the recount text became visible on their Threads timeline. Students could view and review their peers’ writing, allowing interaction and feedback through comments or likes.



**Picture 3.4 Fourth step using Threads**

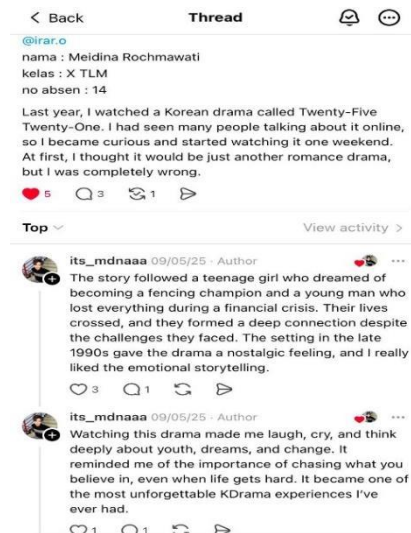
If students wanted to expand their recount by adding more events or writing the reorientation, they were directed to use the “Reply” feature on their own post (Figure 3.4). By doing so, their new content appeared directly under the initial post in an ordered and connected format.



**Picture 3.5 Threaded post display**

As shown in Figure 3.5, all parts of your writing appear in threaded order. This format visually represents the chronological order of the recount and allows readers (teachers and peers) to follow the story from beginning to end easily.

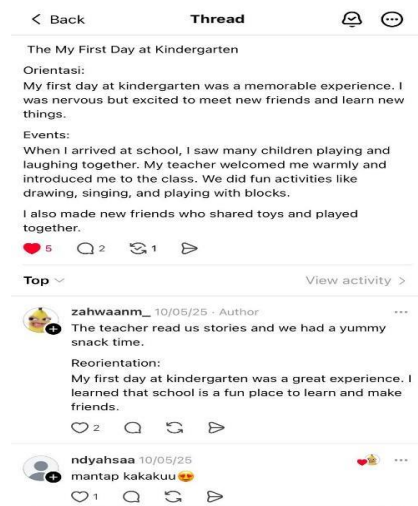
Analysis of students' recount texts written on Threads revealed that all examples consistently followed the common structure of orientation, events, and reorientation. Each student chose a different topic based on their personal experience, and they used the thread features to maintain the sequence of the narrative. Below are the recount text results from each student's post.



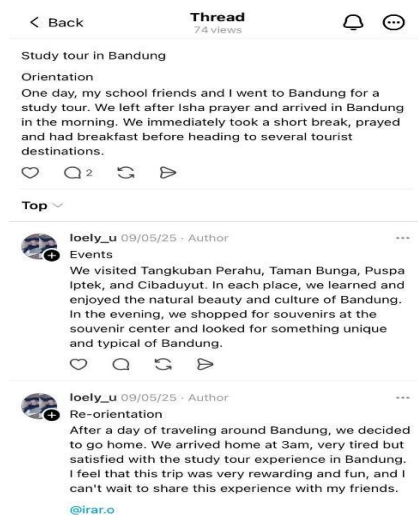
**Picture 3.6 Students’ writing samples**



**Picture 3.7 Students' writing samples**



**Picture 3.8 Students' writing samples**

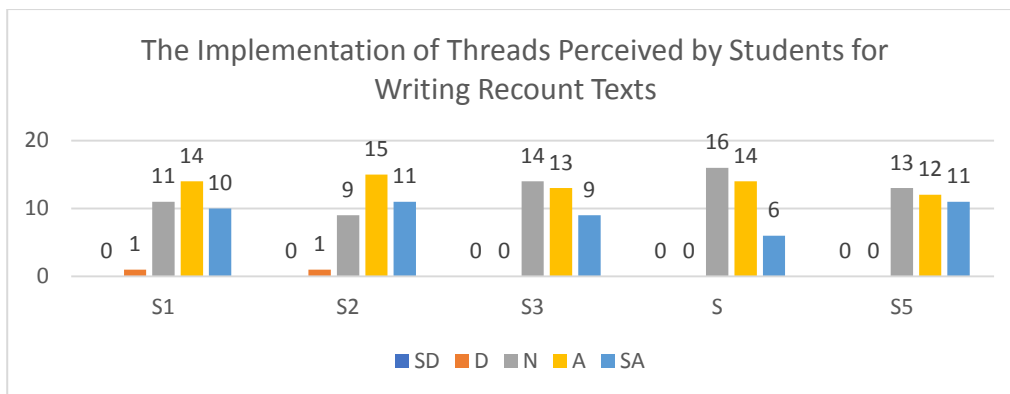


**Picture 3.9 Students' writing samples**

The variety of topics chosen ranging from personal entertainment to school activities demonstrated their ability to connect the recount genre with real-life experiences. Students used the main post to begin their recounts and continued the story through threaded replies, maintaining the chronological flow. Some posts, like in Figure 1.8, even encouraged peer interaction, showing that Threads can facilitate collaborative learning and engagement through comments and feedback. Overall, the platform helped them express ideas meaningfully while enhancing their digital literacy, writing fluency, and awareness of text structure in an engaging and familiar environment.

**3.2 Student Perception Based on Questionnaire**

This section presents students' responses to a questionnaire designed to gather their perceptions of using Threads in recount text writing. The questionnaire focused on usability, student engagement, and how the platform supported their understanding of text structure. The results offer insights into the effectiveness of Threads as a digital tool in the writing classroom.



**Chart 3.1** Students’ Statement Results

The results of the first questionnaire item (S1), which examined students’ understanding of how to use Threads, revealed a generally favorable perception. A combined total of 66.7% of students either agreed (38.9%) or strongly agreed (27.8%) that they understood how to utilize the platform for writing recount texts. While 30.6% remained neutral, only a small portion (12.8%) expressed disagreement, suggesting that most students possessed an adequate grasp of the platform's functionality. This indicates that the guidance provided through Threads was largely accessible and comprehensible to learners.

Further support for this conclusion is found in responses to statement S2, which explored the clarity of teacher instructions a crucial factor in the platform’s effective use. A substantial majority of students responded positively, with 30.6% strongly agreeing and 41.7% agreeing that instructions were clear. Meanwhile, 25.0% expressed neutrality, and only 2.8% disagreed. These findings underscore the pivotal role of well-articulated guidance in optimizing digital tool implementation.

While many students found Threads engaging, a notable proportion maintained neutral views, likely due to varying degrees of digital literacy or

personal learning preferences. Statement S3, which gauged perceptions of interactivity and enjoyment, showed that 25.0% strongly agreed and 36.1% agreed that the platform was interactive and enjoyable. However, 38.9% selected the neutral option, and none disagreed. This suggests that, although the overall response was favorable, students’ levels of engagement varied.

Regarding statement S4, which evaluated how well Threads supported the organization of ideas, student responses were more evenly distributed. A significant percentage (44.4%) opted for a neutral stance, indicating mixed perceptions or uncertainty. Still, 38.9% agreed and 16.7% strongly agreed that the platform aided in structuring their ideas. These figures suggest that while many students acknowledged the tool’s potential in facilitating idea development, others may have found it less effective or needed more support.

Statement S5 addressed student participation and yielded encouraging results. A total of 30.6% strongly agreed and 33.3% agreed that they were actively involved during the learning process with Threads. With 36.1% choosing a neutral response and no disagreement recorded, these findings reflect a generally high level of engagement and acceptance of the platform’s use in class. The absence

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of negative responses and the predominance of agreement imply that Threads succeeded in fostering an interactive and participatory learning environment.

Overall, these findings portray a broadly positive student perception of Threads as a medium for writing instruction. The data across all five statements (S1–S5) consistently indicate strong student approval, particularly regarding comprehension of the platform, clarity of instructional delivery, and active involvement in classroom activities. These outcomes align with the observations of Dash (2022), who emphasized the motivational benefits of digital tools in enhancing student participation in language learning.

### ***3.3 Student Experiences from Interviews***

In response to the question about their experience using Threads for writing recount texts in the classroom, students expressed a range of viewpoints reflecting both novelty and adaptability. Students 3 and 4 mentioned that it was their first encounter with the application, indicating that digital platforms such as Threads are still relatively new in educational contexts. Student 2 adopted a neutral stance, explaining that although unfamiliar, the platform was accessible and easy to navigate. Student 5 highlighted its user-friendliness and flexibility, noting that Threads could be accessed anytime and anywhere, thereby facilitating a more comfortable and adaptable approach to writing tasks. Student 1 added that she found value in reading and learning from her peers' positive posts, suggesting that peer

interaction enhanced her learning experience.

These varied responses suggest that Threads holds considerable promise as a digital platform to support writing instruction, particularly in fostering student engagement and autonomy. As Hadianti and Rohmah (2021) emphasize, digital environments can enrich the writing process by promoting interaction, accessibility, and learner-centered practices. Moreover, the social dimension embedded in platforms like Threads aligns with the view that collaborative learning environments enhance language acquisition through meaningful exchanges (John-Steiner & Mahn, 2020). Therefore, while students' familiarity with the platform may differ, the overall feedback underscores its potential to enhance writing pedagogy in a digital age.

## **4. CONCLUSION**

The integration of Threads as a digital platform for teaching recount text writing was met with positive student perceptions. Learners showed autonomy in navigating the platform, demonstrated a clear understanding of the structural elements of recount texts, and engaged actively in the writing process. The threaded format facilitated the logical sequencing of ideas, which is essential in constructing coherent and chronologically ordered narratives—a core feature of the recount genre. Furthermore, students found Threads to be both engaging and conducive to learning. The platform's interface allowed for the clear separation of text components and encouraged participation through its interactive and socially visible design.

Drawing from the results of both questionnaires and interviews, Threads

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has proven to be an effective tool for enhancing writing instruction in a digital classroom setting, particularly for tasks that require structured narrative expression. Given these promising outcomes, future research is recommended to explore the implementation of Threads across different writing genres, educational levels, and learning contexts. In addition, longitudinal studies could investigate its sustained impact on students' writing development and digital literacy. Comparative studies between Threads and other educational platforms may also offer deeper insights into its relative strengths in supporting collaborative and genre-based writing instruction.

**5. ACKNOWLEDGMENT**

Sincere appreciation is addressed to the academic advisor for her guidance, valuable feedback, and encouragement throughout the research process. The researcher also wishes to thank the English teacher and the tenth-grade students of SMK Muhammadiyah Karanganyar for their kind cooperation during the data collection. Last but not least, heartfelt appreciation goes to the researcher's beloved parents for their unconditional love, prayers, and continuous motivation during the completion of this study.

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