



Enhancing Recount Text Writing Skills Through Discussion Board Utilization

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Abstract

The aim of this study was to improve the learners' proficiency in using the discussion board to create a recount text. Presently, internet education has garnered substantial acclaim and is widely employed worldwide. The objective of the study was to enhance the writing aptitude of eighth-grade pupils in the genre of recount texts through the utilization of discussion boards. The study was conducted using a collaborative classroom action research methodology. The data sources included field notes, questionnaires, observation checklists, and the students' results, which were a recount text. The findings demonstrated that the employment of a discussion board can improve the quality of recount writing. As per the initial success criterion, a minimum score of 65 was required for 70% of the pupils. 81.48% (22 out of 27) of the students who turned in writing samples in the first round met the initial success criterion by scoring 65 or higher. Approximately 82.30% of the pupils actively participated in Education and acquisition of knowledge. The survey findings showed that following the implementation of the discussion board, a meaningful majority of students (84.70%) voiced positive reactions.

Keywords: *utilizing, message board, improvement, composition ability, retelling text*

Introduction

The main focus of English language training is split into two areas: receptive skills which encompass speaking and listening, and productive skills, which involve writing and reading. The primary emphasis of this investigation will be on one of the four fundamental talents. When selecting writing as the primary research skill, there are several factors to take into account. According to Prasongngern and Soontornwipast (2023), students in an ESL class have recently shown feelings of dread, anxiety, embarrassment, and restriction when writing in a language that is not their first language. Furthermore, according to Nhat & Van Le (2023), writing is considered a profession that is pursued by a relatively small number of individuals. Considering that most individuals primarily communicate in their native language (and sometimes in their second or third language), it is evident that writing education is crucial. A youngster must engage in the study of written language, but, the most effective approach for them to acquire it is through exposure to spoken language. Considering such a viewpoint, the writer is compelled to select writing as the main objective of the research.

It is crucial to note that writing is extensively utilized for educational equipment, especially in middle schools. The junior high school syllabus was created by the National Standard of Education and includes the following subject matter. The objective of writing skills, as stated by Diaz & Sanhueza (2023), is to aid students in enhancing their capacity to construct concise and informative texts and narratives. The school-based curriculum (SBC) mandates the instruction of writing to eighth graders to help them effectively communicate their thoughts within their immediate surroundings through the use of functional texts, as well as concise and clear narrative, recount, and descriptive texts. Recount texts, on the other hand, are narrative records of historical events that are usually presented in the order in which they occurred. According to Muhibbuddin et al. (2023), recount texts are utilized to accurately depict events as they occurred from the perspective of the observer.

In recent years, there has been a widespread and broad utilization of science and technology. The widespread utilization of technology enhances the likelihood that academics will make valuable contributions to its advancement. The Internet is a technological innovation that empowers educators to incorporate media into the classroom. Lee & Davis (2023) state that passwords can be sent from one computer or house to multiple hosts on another computer network through the Internet, which is a network of interconnected computers that use common protocols. Henceforth, the Internet offers a plethora of language learning-related topics. According to Greene et al. (2023), there is a plethora of online tools available for addressing language acquisition difficulties and providing writing support. Ari (2023) examines the potential advantages of utilizing the Internet for education and language acquisition. The platform provides interactive language workouts,

authentic reading materials, and engaging communication challenges. Moreover, it implies that the development of critical thinking abilities can be fostered in settings that promote investigation, cooperation, and assessment.

A learning management system (LMS) facilitates the creation of lectures by offering tools for organizing, formatting, and designing content, along with other pedagogical and administrative features. The discussion board is a distinctive feature of the Learning Management System (LMS). A discussion board is a sort of asynchronous communication platform that enables users to post inquiries or comments online. Individuals on the same forum may often reword or simplify the question in their comments to respond to the accountings more effectively.

Hidaajat (2023) has classified interaction into four distinct categories: collaborative, adaptive, navigational, and functional. Collaborative engagement is the most efficient mode of communication, involving elements such as learner feedback, message quality, and discussion boards with lots of messages. cooperative interaction pertains to the existence of many learner discussions and occasions for varied learner contributions on a lesson website.

Furthermore, Simanjuntak et al.'s (2023) previous research utilized a rubric to determine the level of learner involvement on the Discussion Boards. The objective of this rubric is not to appraise the caliber of their concepts but rather to provide students with a framework to assist them in determining if they have made a substantial contribution to the discourse.

The researcher suggests that discussion boards are a good teaching tool for writing, as they allow students to both develop online literacy and improve their writing abilities concurrently. Students can respond to questions based on the topic, provide many explanations on the discussion board, and reply to glosses made by their peers. The teacher provides the students with a multitude of responses to their inquiries. Consequently, they can acquire the skills to systematically and collaboratively create glosses. By following these methods, they could enhance their writing proficiency. Creating a conducive environment for children to study can help alleviate boredom among their peers. In addition, they can cooperate with their colleagues to accomplish various tasks connected to writing.

Writing teaching in junior high school encompasses a diverse range of text genres and functional texts. Although the investigator provided comprehensive instruction in many literary styles, it was observed that eighth-grade students at MTs Al-Islam Joresan–Ponorogo East Java exhibited a deficiency in their English language skills. Their collective average composition score fell below the prescribed minimal threshold of 65. Hence, the preliminary research findings indicate that a substantial proportion of eighth-grade students lack the requisite ability to write recount texts. Moreover, the bulk of their scores were below the minimal acceptable threshold. Subsequently, the majority of them encountered difficulties in the act of writing. Each grade at this school received four periods each week for the English subject. Consequently, the students at this school were

acknowledged for their expertise in computer usage and internet browsing during an information and technology class. Due to their moderate familiarity with the internet, they would find it more convenient to utilize the discussion board.

The researcher endeavored to address the issue by utilizing the facts that had been previously provided. To enhance the students' ability to remember and retrieve written compositions, the researcher utilized online discussion board resources. The students experienced enhanced writing proficiency as a result of utilizing a discussion board. Students are permitted to provide English critiques on their peers' papers. Subsequently, the students may utilize a discussion board as a means to provide constructive criticism to each other.

Method

Design of Research

The study concentrated on a particular issue that impacted a distinct group of children in a specific classroom, thereby utilizing the Classroom Action Research (CAR) paradigm. There are three reasons why teachers should study in the classroom. Firstly, it enhances expert deliberation. Secondly, it highlights the teachers' need for supervision. Lastly, the teacher-investigator is dissatisfied with the existing research paradigms, according to McNeill & Pimentel (2010). The main aim of the research method called classroom action study, as articulated by Ikhsanudin, Sudarsono, and Salam (2019), is to enhance classroom teaching and facilitate learner learning. The primary purpose of CAR is to devise a teaching strategy that effectively addresses the difficulties encountered in the classroom, while also taking into account the competence of the teacher.

Research Setting

The inquiry was conducted at a school located in Joresan, Mlarak, Ponorogo, East Java, Indonesia. This educational institution provides a total of twenty-six courses, distributed as follows: eight courses for grade IX, eight courses for grade VII, and ten courses for grade VIII. The eighth grade comprised ten classrooms, specifically labeled as VIII A through VIII J. The eighth grade has an enrolment of roughly 326 pupils. The researcher chose a group of twenty-seven students to be the focus of the investigation

Collecting Data

The researcher and collaborator gathered an extensive amount of data regarding the occurrences and characteristics of the implementation discussion board during this phase. The data was collected by a written assessment, field notes, a questionnaire, and an observation checklist.

Data Analysis

An observation checklist was used to document the behavior of both the researcher and the students during the deployment phase of the discussion board.

Field notes were employed to document noteworthy occurrences or topics that were not covered in the observation checklist during the teaching-learning process. All observations, auditory perceptions, tactile sensations, and cognitive processes that occurred during the data collection phase were thoroughly recorded in written form. The written questionnaire comprised pre-determined questions to get input from students regarding the utilization of the discussion board, both during and after its installation. A scale item is a survey format that presents one alternative option. An evaluation of the composition was carried out after the cycle. This program was employed via a discussion board to assess students' proficiency in composing recount texts. The completed assignment would be assessed using the scoring rubric to see whether the student's proficiency level has improved. The researcher faced the decision of either terminating the ongoing cycle or proceeding to the subsequent one.

Findings

Table 1 provides a comprehensive description of the factors used to determine success before examining the study's findings. The teaching and learning process in Cycle 1 involves a total of five meetings conducted through online discussion boards. Each gathering adhered to its own distinct set of regulations and protocols. These are concise examples of how a discussion board is employed to facilitate the promotion of teaching and learning during each meeting.

Table 1

An Exposition of the Success Indicators

No	Success Criteria	Data	Source of Data	Instrument	Procedures of Data Collection
1.	At least 70% of the pupils achieved a score of 65 or higher, indicating an improvement in their writing skills.	The distribution of students' evaluations regarding their proficiency in composing.	The written assignments accomplished by the students	Writing test	Observation entails the act of carefully noting and recording information.
2.	There is a minimum of seventy percent of the students who are actively	The learners' engagement and responses to the	The partner and the learners	Compendium for documenting observations, field notes,	Providing the students with a questionnaire, an observation checklist, and

involved in the process of learning and teaching.	application of the discussion board.	and a questionnaire .	field notes obtained from the collaborator
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Meeting 1

Every student participated in this activity by enrolling on the discussion board. The English language learner's community forum has a cumulative total of 27 new members. Upon registration, the students were directed to analyze the exemplar recount text and engage in a discussion with the teacher regarding its generic structure. Subsequently, they were inquired whether they had any more remarks. Owing to the scarcity of Internet-enabled computers in the language lab, there was an inadequate amount of time to finalize the registration process and provide feedback to each student. Afterward, the teacher gave the pupils instructions to observe and respond on the online discussion platform from their homes. The teacher allotted them a designated timeframe for submitting their viewpoint.

After examining the discussion board 48 hours later, the teacher noted the number of pupils who had set the comments. A mere 25.93% of learners, specifically 7 out of 27, opted not to provide comments on the discussion board, but the remaining 74.07% of learners, which amounts to 20 out of 27, did contribute.

Meeting 2

Immediately after the second meeting, the researcher, who was also a teacher, evaluated the observation checklist that the collaborator had created. The statistics on student involvement revealed that the students were actively engaged in all phases of the procedure. The vast majority of the students successfully finished the assignments. The percentage declined solely in the context of regular and irregular verbs and the general framework. Four students failed to complete the task.

Meeting 3

The teacher-researcher facilitated the reflection session for Meeting 3 following the establishment of the discussion board for writing tasks. The findings of the observation checklist indicate that the kids are capable of completing each task outlined in the lesson plan. All indications had a proportion exceeding 80%, suggesting that nearly all of the student projects were classified as "excellent". A select few pupils skillfully edited and disseminated their compositions. Out of the students, a mere 70.37% completed the activities, while the rest of the students were unable to finish them. Based on the examination of the field notes, it can be deduced that the given time was inadequate to complete all the tasks for each student. Several students were unable to fulfill the tasks of editing, publishing, and rewriting in this particular case.

Meeting 4

Two students were absent for the fourth session. The observation checklist revealed that the majority of the kids demonstrated active engagement in every activity. Out of all the children, just three were unable to create bubbles, and four students chose not to take part in the activity of underlining the picture with the required words. The study's overall results demonstrate the level of students' involvement in the method of instruction and education discussed in Meeting 4.

Meeting 5

The adolescents exhibited a favorable reaction to the implementation of a forum during the sixth gathering. The majority of students showed exceptional levels of involvement. The task was completed by around 96% of the 27 students. As a result of their absence, two youngsters were unable to partake in all of the festivities. All the pupils present at this meeting complied with the first, second, and third indicators. Subsequently, a total of twenty-seven students, equivalent to 74.07% of the class, provided feedback on their peers' papers in response to an extra prompt. Subsequently, they were required to revise and reissue their work, which led to favorable participation, with an outstanding performance demonstrated by 85.19 percent of pupils. Only four students finished this task without including any tags.

Based on the comparison between the overall average score that was determined by taking into account the results of the students' writing assignments and the initial investigation, it can be deduced that the students' writing demonstrated inadequate progress. The pilot study yielded an average score of 50.48. Out of the total number of pupils, 8 individuals, which accounts for 29.63%, achieved a score of 65 or higher. These findings suggest that just eight students, or 70.37% of the total, achieved the required level of success.

The average score for the student compositions in the first cycle was 70.44. A total of 82 students, which accounts for 81.48% of the entire group, attained the minimum score of 65 required to fulfill the success criterion. Among the entire student population, a subset of five individuals, constituting 18.52% of the total, did not achieve success as their scores were below 65. After careful examination of the given After conducting an investigation, the investigator concludes that the implementation of a discussion board for learners' work has shown to be successful and has met the original criteria for success. Meanwhile, Figure 1 depicts the relationship between the students' Cycle 1 outcomes and the preliminary study score.

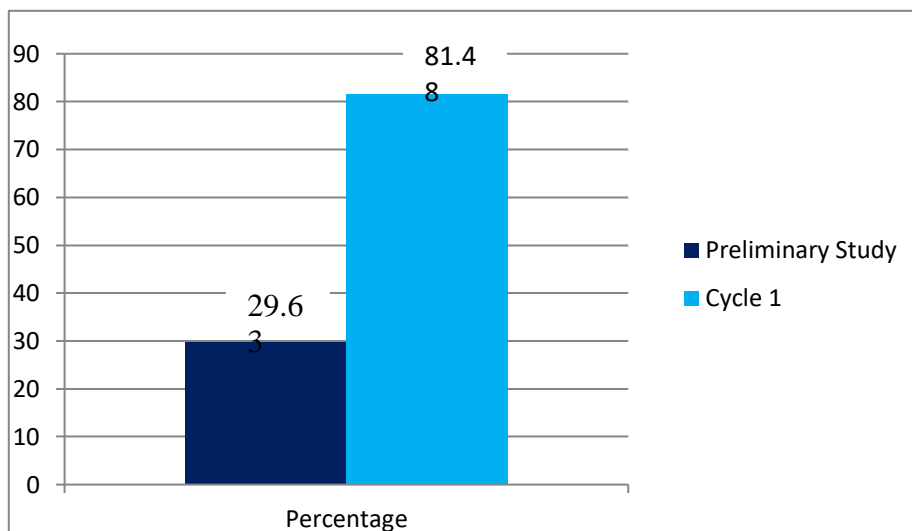


Figure 1

Illustrates the juxtaposition between the students' Cycle 1 scores and the findings of the preliminary investigation. The equation $(X - X)(Y - Y)$ can be simplified to $\Sigma (X - X)(Y - Y)$ $(1983.93 \pm 27(9.47 \times 8.89) = r - xy$. Furthermore, we can express $xy - r$ as $0.87 r - xy = -231.93 - 2271.45$. The Pearson product-moment correlation coefficient is represented by the symbol $r - xy$. X denotes the learner's score as assigned by rater 1. Rater 1 designates X as the average rating score. The rating given by Rater 1 is S_x . Variance. Y is the learner's score as assessed by rater 2, and Y is the average of rater 2's evaluations. S_y is the standard deviation, which is a measure of dispersion, of the ratings given by rater 2. A total of N students took the exam.

As stated by Djiwandono (2019), the correlation coefficient, which can range from 0 to 1.00, can be utilized to evaluate the degree of dependability that a test result possesses. The computation. result strongly validates Djiwandono's theory, demonstrating a significant level of interrater dependability. Put simply, the ratings provided by both raters were consistently in agreement and showed little to no dissent.

The field notes and observation checklist provided data on the level of involvement of the students. The researcher noted that by utilizing the discussion board as a tool for both teaching and learning, students were able to actively participate in every stage of the learning process, beginning with the first meeting of Cycle 1 and continuing through the fifth meeting of the cycle. For instance, they might have signed up for a discussion subject, contributed comments, worked together with a classmate to produce a narrative piece, and afterward, published it on the assemblage discussion for people who are learning English. Furthermore, they might have participated in the active endeavor of revising and rectifying the written work of another team, later reissuing it following the provision of remarks and recommendations. Furthermore, the students displayed remarkable

involvement by not only producing a recount paragraph on their own and sharing it on the discussion board, but also by actively adding thoughts, making edits and revisions, and ultimately publishing their work.

The field notes indicate that some information was discovered during the initial iteration of the activity. The students' interest was initially ignited by the teacher's media, particularly the utilization of discussion boards. Several students expressed their positive perception of the platform and believed that its utilization would enhance their learning, as seen from their remarks on the forum. Furthermore, each student actively engaged in the process of instruction and learning. In addition, the children were fully engaged in the teacher's presentation. The children's ability to post photos for their discussion board profiles, provide support for one another when their peers commit blunders on the forum, and offer comments on any issue are all additional demonstrations of their commitment to the forum. The professors subsequently urged the young students to employ technology within the classroom.

According to the previously indicated information, the researcher discovered that at times, only 15 out of the total of 20 workstations in the language lab were able to connect to the internet. However, there was a problem with the internet connection of all personal computers, specifically in Meeting 3, during the distribution phase of the discussion board. To enhance the teaching-learning process, the teacher-researcher arranged the classroom for Meeting 3 at a nearby Internet café. Subsequently, the researcher endeavored to identify a resolution. However, the computer only contained a total of six sets. As a result, out of the twelve students who participated in the initial two sessions, only three continued to attend the subsequent sessions. As a result of limited time, the instructor gave the students homework that covered editing, reworking, and republishing their work. Although the learners carried out the editing, publishing, and revising procedures two by two remotely, the instructor was able to oversee their work due to their online accessibility.

Furthermore, several other pupils promptly voiced their opinions. However, a portion of them managed to finish it after midnight. While several students adhered to traditional methods, others showed remarkable ingenuity by incorporating color into their writing. Electromagnetic interference posed an additional challenge to the utilization of LCD technology, impeding the process of instruction and knowledge acquisition. Considering that the majority of issues were technology-related, the instructor should arrive early to ensure that everything was functioning well before the commencement of the lesson. However, as inadvertent occurrences may arise, the instructor must be equipped with a variety of situations to effectively address the issue.

The researcher distributed a questionnaire to the students to collect supplementary data on their reactions to the use of the discussion board. Through the consolidation of responses from this survey, to determine whether or not the

pupils are responding positively, the researcher will conduct an assessment of the integration of the discussion board.

The survey utilized in this research included eight statements specifically crafted to encompass four main aspects of English teaching. The main emphasis was on the students' viewpoints regarding the utilization of discussion boards as teaching instruments, as evidenced by criteria 1 and 2. The second worry pertained to the employment of English discussion forums, specifically regarding the writing skills mentioned in criteria 3 and 6. The third problem, discussed in points 5 and 7, is related to the relative efficacy of discussion boards as instructional tools. The fourth point concerns the improved writing skills linked to numbers 4 and 8. According to the questionnaire results, most students showed significant endorsement for using discussion boards as instructional tools in the classroom.

Criterion 1 evaluated the students' proficiency in constructing a well-structured recount paragraph, with a specific emphasis on their authoring abilities. The analysis of the data showed that 81.48 percent of the total, which is equivalent to 22 out of 27 students, were able to meet the parameters that are considered to be minimally acceptable. It was either higher than their score or it was the same as theirs. Regarding the first success criterion, it was decided that the activity would be regarded as successful if seventy percent of the students were able to satisfactorily complete the conditions that were necessary for success. In a nutshell, the conclusion of the study satisfies the primary requirement for obtaining success. The students' level of engagement in the educational process, as well as their subsequent responses when the key focal points of the second criterion are the activities that are carried out. The three instruments used were an observation checklist, field notes, and a questionnaire that were used in this methodology. Upon examining the data received from the observation checklist, it was discovered that 92.37 percent of the learners exhibited a high level of participation in virtually all 33 components of the teaching-learning legal activity. Furthermore, out of all the indicators, only indicators no. 7, 25, 26, and 35 indicated a significant inclusion rate of 72.22% of the students in the teaching-learning process activity. That makes them the only indications that demonstrate this.

Regarding the second criterion for success, it was found that seventy percent of the learners were vigorously participating in the process of teaching and learning. The study was deemed effective based on the analysis of the observation checklist, as more than 70% of the students actively participated. Consequently, it has met the second success condition. Consequently, the data obtained from the analysis of students' responses to the questionnaire has been documented since the introduction of the discussion board. The study revealed that a majority of pupils, specifically 74.07%, expressed a preference for acquiring English language skills through online media. 88.99% of students expressed a strong inclination towards utilizing discussion boards as a means to generate recall stories. According

to the findings, the discussion board proved advantageous to 99% of students at every level of the writing process, encompassing prewriting, drafting, revising, editing, and publication. According to a survey, 81% of students believe that utilizing the discussion board significantly enhances their ability to produce superior retelling texts. 96.29 percent of the students reported being motivated to write more due to the utilization of the discussion board since it provides them with the chance to receive feedback and comprehension from both their instructor and peers. After the teacher employed the discussion board as a teaching tool, 81.21% of the students reported their ability to generate recount narratives. Regarding the study of recall literature, a significant majority of students (81%) reported that their teacher offers sufficient supervision. Ultimately, a majority of 81.48% of the students expressed their belief that engaging in discussion boards may enhance their composition writing skills.

The inquiry yielded findings indicating a notable enhancement in the pupils' compositional aptitude. The outcome was exceptional as it fulfilled all the requirements for achieving success. At first, 81.48% of the pupils achieved a score of 65 or above. Furthermore, a significant proportion of the students, specifically 82.30%, actively engaged with the legal issue by their involvement in its educational aspect. 84.70% of students provided a positive response to the questionnaire regarding their sentiments after the establishment of the discussion board. The dissemination of instructional and legal action information is not required to be continued in the subsequent cycle. Hence, this research can be disregarded. Table 2 presents an overview of the effectiveness of discussion boards in improving students' skills in recalling and writing texts.

Table 2

An analysis of the efficacy of discussion boards as a means of evaluating students' capacity to remember written material.

No	Criteria for success	Information	Findings	Record
1.	There was a 70 percent improvement in the writing skills of the pupils, with 65 or higher being the score achieved by the majority of students.	An elucidation of the efficacy of discussion boards as a method for assessing students' retention of self-generated material.	84% of the pupils attained a score of 65 or higher.	Success

2.	When it comes to the legal topic, at least seventy percent of the pupils are actively participating in the process of learning and teaching.	The level of children's involvement and responses to the introduction of the discussion board.	A remarkable 83% of the students actively engaged in the court case they were studying. Following their utilization of the discussion board, 84.70% of students expressed favorable feedback.	Success
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(Dunlosky et al., 2013)

Students are strongly recommended to adhere to the process composition methodology when completing the writing tasks. The creation of a text entails four distinct stages (Gillespie & Graham, 2014). The process involves generating ideas, composing, revising, and editing. Negari (2011) asserts that the writer is highlighted as an autonomous creator of text in the legal process of composition. The process of composition in legal proceedings encompasses five distinct stages: prewriting, drafting, revising, editing, and publication.

Discussion

This enthusiasm might be seen as a type of peer evaluation. Witney & Smallbone (2011) conducted a study on spy analysis, often referred to as spy editing, in the context of online collaborative learning with discussion board writing assignments. Students demonstrated the ability to respond courteously to the task and critically assess each other's work, drawing from their original perceptions. Furthermore, they exerted themselves to derive enjoyment from both collaborating on the task and perusing their peers' compositions. Students are progressively participating in the process of fortifying their beliefs online and disregarding those of others, facilitated by blogs on platforms such as Xanga and MySpace.

Internet forums, bulletin boards, and discussion boards are valuable resources for facilitating writing instruction. This is because it increases the level of difficulty in writing praxis, hence encouraging collaborative writing and simplifying the process of peer editing (Chao & Lo, 2011). In the initial phase, the

test had a minimum passing score requirement, and five pupils did not meet this condition. The occurrence may be attributed to the low writing exam scores of these five children. The evaluation method used to analyze the learners' recount text writing revealed that the student, identified as NBS, received a low score in terms of content for her project. The readability of her work was enhanced and it had a reduced number of intricate supporting parts. For instance, the work of authors such as AMH and RTH had a lack of organization and coherence. The students LSA and RAN regularly misinterpreted pronouns, past tenses, and other grammar norms. The lexicon of Latent Semantic Analysis (LSA) was constrained in its breadth and exhibited ambiguous word selections and word inflections.

Matheson et al. (2012) argue that participating in an online discussion forum can enhance students' critical thinking skills and foster an environment that encourages critical thinking. Asynchronous text-based interaction enables participants to gradually comprehend each other's perspectives, anticipate and predict the reactions of others, modify and improve their contributions, and offer intelligent responses to others' provocations. The evidence presented is corroborated by Cheung and Hew's research in 2011. Before publication, pupils are given the chance to modify, thoroughly review for mistakes, and memorize (Faraj, 2015).

Hew and Cheung (2014) discovered that when compared to their classmates who did not take part in such activities, students who actively participated in online discussion forums demonstrated a higher level of competency in the structure of their work. The investigation into the application of asynchronous online discussions for collaborative learning is comparable to research where students utilize discussion boards to generate articles. Gasevic et al. (2015) discovered that the rates of including personal cluster friends were almost identical whether clusters chose to utilize online discussion forums. Moreover, talks persisted until the collaborative challenge was successfully resolved.

According to the students' replies to the implications of the discussion board, 84.70% of them had a strong and immediate reaction since it was first introduced. In addition, Redmond, Abawi, Brown, Henderson, & Heffernan (2018) showed how consistent and enthusiastic participation in learning can be promoted in an asynchronous network setting. Phakiti and Li (2011) conducted a study to investigate how second language learners in twelve college courses from three different countries use the Internet for writing and communication. The study revealed that the children who showed the greatest degree of motivation were in schools where teachers integrated Internet-based rewards into the curriculum

Conclusion

The study findings indicate that including the following methods into an appropriate discussion board model will effectively improve students' retention of text writing skills: The objectives of the initial meeting for the learners are as follows: The users are required to complete three tasks: Firstly, they should sign up for the online discussion forum; secondly, they should investigate and analyze the online text model; and thirdly, they should offer any suggestions they might have for actively participating in the process. Within the context of the second meeting, the following assignments will be assigned to the students: It is essential to exhibit a recount text, recognize Verb 2 and its conventional structure, finish and elaborate on bubbles, and generate a recount text to get expertise in the image series. These are the steps that must be taken to achieve this expertise. The following activities are scheduled to take place at the third meeting: Providing feedback on the written work of classmates, encouraging them to modify their group's writing by comments from both peers and the instructor, requesting that they share their revised work on the online discussion forum, and putting pressure on them to publish their final product, you can help them improve their writing skills. The procedures that were followed during Meetings 2 and 3 are comparable to those that were used during Meetings 4 and 5.

When multiple researchers want to investigate the same issue, certain considerations must be taken into account. At first, a future researcher can opt for an alternative research design, such as experimental research. They can compare face-to-face interactions, online talks with instructor aid, and online discussions without it. In addition, individuals might examine the differences between online discussion boards and forums and in-person interactions. Furthermore, the aspiring investigator must ensure their readiness by selecting the study issue, determining the genre to employ, and verifying its suitability for the student's proficiency level. Furthermore, he suggests carrying out the research in a university, senior high school, or any other institution of higher education. Discussion boards will function as a beneficial instrument for aspiring scholars to enhance their writing proficiency and general mastery of the English language.

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