

affordances for flexible and collaborative writing instruction, while always remaining mindful of potential barriers that could hinder its optimal integration.

CHAPTER FIVE CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to examine the use of Discord as a tool in teaching the writing of procedure texts within an English for Specific Purposes (ESP) context. The research sought to determine the effectiveness of this platform compared to traditional face-to-face teaching, supported by both quantitative and qualitative data. Based on the statistical analysis and students' perceptions gathered from interviews, several conclusions can be drawn.

The findings indicate that the use of Discord significantly improved students' writing performance from pre-test to post-test, with all participants in the experimental group showing measurable progress. The Wilcoxon Signed-Rank test revealed a statistically significant improvement within both the experimental and control groups, indicating that both teaching methods positively affected writing outcomes. However, the Mann–Whitney U test showed no significant difference between the post-test scores of the two groups, suggesting that Discord, while effective, did not produce superior results compared to conventional methods.

Qualitative data provided further insight into students' experiences. Students expressed increased motivation and engagement when using Discord, particularly due to its interactive, informal atmosphere and asynchronous nature. These features enabled students to write and revise at their own pace, reducing anxiety and enhancing their understanding of the writing process. Furthermore, students appreciated the collaborative features of Discord, such as thread-based discussions, which facilitated peer feedback and better idea organization.

Nevertheless, the study also revealed several challenges. Some students encountered technical issues, such as internet instability and limited device access. Others faced difficulties adapting to the platform, especially those unfamiliar with Discord's interface. These obstacles highlight the importance of digital readiness and support in technology-enhanced learning environments.

In conclusion, the use of Discord as a learning platform shows promise for improving students' writing skills in procedural texts. It promotes collaboration, autonomy, and flexibility in the learning process. However, the success of such a tool depends heavily on proper implementation, adequate student support, and infrastructure readiness. While the statistical improvement was not significantly greater than traditional teaching, the qualitative benefits—such as increased comfort, motivation, and participation—suggest that Discord has valuable pedagogical potential in digital or hybrid learning environments.

5.2 Suggestions

Based on the findings and the process of this study, several suggestions can be proposed for educators, institutions, and future researchers.

For teachers and educational practitioners, it is recommended to consider Discord as a supplementary tool for teaching writing. Its features can support independent learning, collaboration, and feedback. However, its use should be well-structured and balanced with conventional instruction to ensure students do not become overly reliant on digital platforms without developing essential offline writing skills.

For institutions, providing the necessary infrastructure and technical support is crucial. Training programs should be offered to help both educators and students navigate the platform efficiently. Ensuring equitable access to devices and stable internet is also essential to prevent learning gaps among students with varying digital resources.

For future researchers, it is suggested to expand the scope of investigation. Further studies could involve a larger and more diverse sample size, explore different educational levels or disciplines, and apply a mixed-methods approach to gain a deeper understanding of the long-term impact of Discord in academic writing. Comparative studies between various digital platforms (e.g., Google Classroom, Microsoft Teams, WhatsApp) and their influence on different writing genres could also provide valuable insights.

Overall, the findings of this research contribute to the growing literature on digital tools in language education and suggest that platforms like Discord, when used thoughtfully and inclusively, can play a meaningful role in supporting student writing development in 21st-century classrooms.