

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the analysis of junior high school students' perceptions of using X (formerly Twitter) as a digital platform for creative writing activities. The conclusions are organized according to the three-dimensional framework established in the methodology: knowledge, experience, and beliefs. The chapter then discusses pedagogical implications informed by the theoretical frameworks examined in Chapter 2, particularly the Technology Acceptance Model (TAM), Theory of Planned Behavior, and student experience theory. Finally, suggestions for future research are presented based on the limitations and theoretical insights revealed in this study.

5.1 Conclusion

This study investigated junior high school students' perceptions of using X as a digital platform for creative writing activities through systematic analysis of their knowledge, experiences, and beliefs. The findings, interpreted through established theoretical frameworks, reveal complex patterns of technology acceptance and creative engagement that have significant implications for digital creative writing pedagogy in EFL contexts.

5.1.1 Students' Knowledge Foundation and Platform Readiness

The analysis revealed that students possessed stronger foundational knowledge of creative writing concepts than familiarity with X platform features. Most students demonstrated sophisticated understanding of creative writing as imaginative expression, originality, and audience engagement, aligning with Hummel and Lenox's (2019) theoretical framework of creative writing pedagogy. However, their knowledge of X varied significantly, from conceptualizing it primarily as an information hub to recognizing its social and expressive potential.

This knowledge distribution pattern supports Davis's (1989) Technology Acceptance Model principles, where perceived usefulness builds upon understanding of both tool capabilities and task requirements. Students' solid

grasp of creative writing principles enabled them to recognize the platform's potential usefulness once they became familiar with its features, suggesting that creative writing knowledge can effectively bridge gaps in technological familiarity when appropriate scaffolding is provided.

5.1.2 Experience Patterns and Learning Engagement

Students' predominantly novice status with X, combined with their established academic English writing experience, created learning conditions that align with Vygotsky's (1978) zone of proximal development. The combination of familiar writing skills with new technological challenges provided appropriate cognitive load without overwhelming students, though the simultaneous demands of platform navigation, creative writing techniques, and English expression required careful pedagogical scaffolding.

The low frequency of prior X usage among most participants initially appeared problematic but actually provided opportunities for fresh engagement with the platform's educational possibilities. Students without established social media writing habits proved more adaptable to using platform features for creative purposes, supporting theories about cognitive flexibility in technology adoption.

Most significantly, students' identification of initial difficulties—particularly character constraints, technical navigation, and social anxiety about public posting—reflected predictable patterns in technology acceptance that shifted through experience and support. Students who initially viewed character limits as restrictive constraints later appreciated them as creative catalysts, demonstrating the pedagogical value of constraint-based creative writing approaches discussed in Chapter 2.

5.1.3 Belief Systems and Technology Acceptance

Students' beliefs about X for creative writing revealed complex interactions between individual preferences, social anxieties, and perceived learning benefits that align with Ajzen's (1991) Theory of Planned Behavior components. The strong belief in creativity enhancement (reported by 14 of 20 students) suggests

successful recognition of the pedagogical value of constrained writing exercises when properly introduced, supporting Hummel and Lenox's (2019) theories about short-form creative writing as creative laboratories.

The mixed comfort levels with public posting reflect broader concerns about digital identity and peer judgment that significantly impact learning engagement, aligning with the social dimension of student experience theory (Harasim, 2012). Students who felt comfortable with audience engagement showed higher motivation and creativity beliefs, confirming the importance of authentic audience interaction as a motivational factor in digital creative writing contexts.

Most notably, students demonstrated strong beliefs about X's potential for English language learning (18 of 20 students), recognizing the platform's capacity for authentic language practice, immediate feedback opportunities, and meaningful communication contexts. This finding supports Chappelle's (2003) emphasis on authentic communication environments in technology-enhanced language learning.

5.1.4 Theoretical Synthesis and Integration

The study's findings confirm that successful integration of digital platforms in creative writing instruction requires careful attention to the interplay between technological familiarity, pedagogical scaffolding, and individual learner characteristics. The Technology Acceptance Model proved particularly valuable in understanding how students' initial resistance to platform constraints transformed into appreciation for creative opportunities through experience and support.

The Theory of Planned Behavior effectively explained variations in student engagement, where attitudes toward digital writing, perceived social norms, and behavioral control beliefs significantly influenced participation patterns. Students who perceived greater control over both technological and creative aspects of the activity showed higher engagement and more positive outcomes.

Student experience theory provided crucial insights into the multidimensional nature of digital creative writing engagement, where cognitive,

affective, social, and behavioral factors interacted to shape learning outcomes. The authentic audience dimension proved particularly powerful in motivating creative expression and language risk-taking among EFL learners.

5.2 Pedagogical Implications

The findings of this study have significant implications for technology-enhanced creative writing instruction in EFL contexts, informed by the theoretical frameworks and empirical patterns identified in the research.

5.2.1 For English Teachers

Teachers implementing digital creative writing activities should recognize that platform constraints can serve as creative catalysts when properly framed and scaffolded. Rather than apologizing for character limitations, teachers should explicitly present them as creative challenges that enhance precision, word choice awareness, and innovative expression techniques.

Scaffolding must address multiple dimensions simultaneously: technological navigation (platform features, threading, multimedia integration), creative writing techniques (micro-fiction structures, audience awareness, voice development), and language expression (vocabulary selection, grammatical accuracy, stylistic appropriateness). The study reveals that students can manage this cognitive complexity when support is systematically provided across all dimensions.

Social anxiety about public posting requires proactive attention through gradual exposure strategies, choice in audience visibility, and explicit discussion of digital identity considerations. Teachers should create safe spaces for creative risk-taking while acknowledging legitimate concerns about public expression in second language contexts.

The authentic audience dimension should be leveraged as a motivational resource while maintaining appropriate pedagogical boundaries. Real audience engagement enhances investment in creative expression, but teachers must balance authenticity with educational objectives and student comfort levels.

5.2.2 For Students

Digital creative writing platforms offer opportunities to develop integrated skills that bridge traditional academic writing with contemporary digital literacy practices. Students can expect initial challenges with platform navigation and constraint adaptation, but these difficulties typically decrease with experience and support.

The study demonstrates that creative confidence develops through practice with constraint-based writing exercises, suggesting that students should approach character limitations as creative opportunities rather than restrictive barriers. The precision and innovation required by digital platform constraints transfer to enhanced writing skills across contexts.

Authentic audience engagement provides valuable opportunities for developing audience awareness, voice, and communicative competence, but students should be prepared to manage social anxieties through gradual exposure and teacher support. The public nature of digital writing creates both motivational benefits and emotional challenges that require thoughtful navigation.

5.2.3 For Curriculum Designers and Educational Institutions

Digital creative writing integration requires institutional support that addresses technological infrastructure, teacher professional development, and policy frameworks for safe educational technology use. The study reveals that successful implementation depends on comprehensive preparation rather than simple technology adoption.

Curriculum design should position digital platforms as supplements to, rather than replacements for, traditional creative writing instruction. The unique affordances of digital platforms—authentic audiences, constraint-based creativity, multimedia integration—complement rather than duplicate conventional writing pedagogies.

Assessment frameworks must accommodate the public, interactive, and multimedia nature of digital creative writing while maintaining academic rigor

and learning objectives. Traditional writing assessment criteria require adaptation for digital contexts without losing focus on creative and linguistic development.

5.3 Suggestions for Future Research

The limitations and insights revealed in this study suggest several directions for future investigation that could enhance theoretical understanding and practical implementation of digital creative writing in EFL contexts.

5.3.1 Theoretical Development

Future research should examine how the Technology Acceptance Model applies specifically to educational social media integration, particularly investigating how perceived usefulness and ease of use interact with pedagogical objectives rather than purely personal or professional goals. The study revealed that educational contexts create different acceptance patterns than typical TAM applications suggest.

Investigation into constraint-based creativity theory could explore how different types and degrees of platform limitations affect creative expression across diverse learner populations and proficiency levels. This research could inform optimal constraint design for educational platforms.

The relationship between authentic audience engagement and language learning motivation deserves deeper investigation, particularly examining how audience type, size, and interaction patterns influence learning outcomes and affective factors in EFL creative writing contexts.

5.3.2 Methodological Extensions

Longitudinal studies could track how student perceptions and skills develop through extended engagement with digital creative writing platforms. This study's single-session approach provided initial insights but could not capture development patterns or sustained engagement effects.

Comparative platform studies could examine how different digital environments (Instagram, TikTok, dedicated writing platforms like Wattpad)

affect creative expression and language learning outcomes. Such research could identify optimal platform characteristics for educational creative writing activities.

Mixed-methods studies combining perception data with linguistic analysis of student creative writing could provide more comprehensive understanding of how digital platforms influence both engagement and actual writing quality development.

5.3.3 Practical Applications

Action research studies could examine specific scaffolding strategies for supporting digital creative writing implementation, testing different approaches to technological, creative, and linguistic support systems. Such research could inform teacher training and curriculum development.

Cross-cultural studies could investigate how digital creative writing integration varies across different educational contexts, technological infrastructures, and cultural attitudes toward creative expression and public writing.

Research focusing on individual difference factors—language proficiency, creative confidence, technological comfort—could inform differentiated instruction approaches for diverse learners in digital creative writing contexts.

5.4 Contribution of the Study

This study contributes to theoretical understanding and practical knowledge in several significant ways that extend beyond its immediate context and findings.

5.4.1 Theoretical Contributions

The study demonstrates how established technology acceptance theories apply to educational contexts where learning objectives complicate traditional technology adoption patterns. Students' shifting perceptions of platform constraints—from limitations to creative catalysts—reveal that pedagogical framing significantly influences technology acceptance in ways not fully captured by existing TAM applications.

The integration of creative writing pedagogy with digital platform characteristics provides new insights into how traditional educational approaches can be enhanced rather than replaced by technological tools. The study confirms that platform affordances must align with pedagogical principles to achieve educational objectives.

The multidimensional analysis framework (knowledge, experience, beliefs) proved effective for capturing the complexity of student perceptions in technology-enhanced learning environments, providing a model for similar investigations across different contexts and populations.

5.4.2 Practical Contributions

The study provides evidence-based guidance for teachers considering digital creative writing integration, identifying specific implementation challenges and success factors that can inform professional development and classroom practice. The scaffolding recommendations are grounded in empirical findings rather than theoretical speculation.

The research contributes to ongoing discussions about appropriate educational technology integration by demonstrating that success depends on careful alignment between platform characteristics, pedagogical objectives, and student support systems rather than simple technology adoption.

The findings inform curriculum development by illustrating how digital creative writing can complement traditional instruction while addressing contemporary digital literacy needs without compromising academic rigor or creative development objectives.

5.4.3 Broader Implications

Beyond its specific focus on X and creative writing, this study contributes to understanding how students perceive and engage with educational technology integration in ways that can inform broader discussions about digital pedagogy in EFL contexts.

The research demonstrates that student voice and perception analysis provide crucial insights for successful technology integration, suggesting that implementation decisions should be informed by learner perspectives rather than purely technological or administrative considerations.

The study's emphasis on authentic audience engagement and constraint-based creativity offers insights applicable to various forms of digital writing instruction, extending beyond the specific platform and activities examined in this research. Most significantly, the research illustrates that effective educational technology integration requires comprehensive understanding of the complex interactions between technological affordances, pedagogical principles, and learner characteristics, a perspective that can inform broader discussions about digital transformation in education while maintaining focus on learning outcomes and student experience.