

THE IMPLEMENTATION OF PEER FEEDBACK USING INSTAGRAM IN LEARNING WRITING RECOUNT TEXT FOR EFL STUDENTS AT SENIOR HIGH SCHOOL LEVEL

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Abstrak

Menulis adalah salah satu dari 4 keterampilan bahasa dalam mempelajari Bahasa Inggris yang meminta siswa untuk menguasainya. Masalah yang ada dalam proses belajar mengajar menulis adalah guru hanya memberikan skor ketika meminta siswa untuk menulis paragraf atau teks. Inilah yang membuat murid tetap bingung dengan materi dan tidak menyadari kesalahannya. Hal ini, membuat kemampuan menulis siswa tidak mengalami peningkatan sama sekali. Masalah lainnya adalah siswa butuh teknik yang baru untuk membuat mereka tidak bosan pada kelas menulis. Salah satu teknik yang menarik adalah dengan mengimplementasikan *peer feedback* menggunakan Instagram dalam mempelajari menulis teks Recount. Beberapa tujuan dari penelitian ini adalah untuk menemukan bagaimana cara mengimplementasikan dan apa persepsi siswa terhadap implementasi *peer feedback* menggunakan Instagram dalam mempelajari menulis teks Recount dalam Bahasa Inggris sebagai bahasa asing yang dipelajari oleh siswa pada level SMA. Penelitian ini menggunakan metode kualitatif dengan 32 peserta kelas X MIPA 3 di salah satu SMA di Kota Mojokerto yang diperoleh dari pengamatan, catatan peneliti, kuesioner dan wawancara semi struktur. Hasil dari penelitian ini menunjukkan bahwa implementasi *peer feedback* menggunakan Instagram dalam mempelajari menulis teks Recount adalah sukses dan berjalan dengan baik untuk membantu siswa dalam meningkatkan kemampuan menulis mereka. Selanjutnya, siswa juga menunjukkan persepsi positif dalam memotivasi, meningkatkan berpikir kritis, dan membuat mereka percaya diri dalam menulis. Para siswa mendukung pengimplementasian *peer feedback* menggunakan Instagram dalam mempelajari menulis karena mereka tertarik dan senang selama pelajaran. Peneliti memberikan saran kepada guru dan peneliti selanjutnya untuk mengimplementasikan *peer feedback* menggunakan Instagram pada keterampilan bahasa yang lain atau jenis teks lainnya di pembelajaran bahasa Inggris

Kata kunci: Pengimplementasian, *Peer Feedback*, Instagram, Menulis Teks Recount, Persepsi Siswa

Abstract

Keywords: content, formatting, article. Writing is one of four language skills in learning English that asked the students to be mastered. Since the problem in teaching and learning writing process is the teacher only give score when asking the students to write paragraph or text. It makes the students still confused with the material and do not realize their mistake. This case makes students' writing performance does not improve at all. Other cases are the students need a new technique to make them not bored in writing class. One of the interesting techniques is implementing peer feedback using Instagram in learning writing recount text. This study aims to find out how to implement and students' perception towards the implementation of peer feedback using Instagram in learning writing recount text for EFL students at Senior High School Level. This research used a qualitative method with 32 participants of X MIPA 3 at one of the senior high school in Mojokerto derived from sets of observation checklist, field notes, questionnaires, and semi-structured interviews. The result of this study showed that the implementation of peer feedback using Instagram in learning writing Recount text was going well to help the students improve their writing ability. Furthermore, the positive perceptions also showed by the students in motivating, increasing critical thinking, and making them confident in writing. The students supported the implementation of peer feedback using Instagram in learning writing because they are interested and happy during the lesson. Then, the researcher suggests to the teacher and future researcher to implementing peer feedback using Instagram in ELT to other skills or types of text.

Keywords: Implementation, Peer Feedback, Instagram, Writing Recount Text, Students' Perceptions

INTRODUCTION

Writing is one of four important skills in learning language because it is a productive skill that pushes the learner to produce the language in written form. As stated by Mihalicek & Wilson (2011) that writing can be used to communicate with others outside of a spoken form. Brown (2001) stated that writing is an activity that required the process of thinking. He also explained that before publishing the writing product, two stages need to require, they are planning and revising. Moreover, the writer should plan what the writer wants to write and revise it repeatedly to make the writing product is readable. A good writing product will have a certain message for the readers. According to Khroma (in Saidna Zulfiqar 2017) stated that writing is a kind of activity that the writer produces to express the ideas from word to word to become a sentence, collections of sentences to become a paragraph, and from paragraphs to become an essay.

Before making a paragraph of text, the author needs to follow the stages of writing. In line with the journal published by Kamehameha School (2007), there are five stages in the writing process. Those are pre-writing, drafting and writing, sharing and responding, revising and editing, and publishing. Pre-writing is an activity before making a paragraph of text. In this stage, the writers should think about what they have to write, make some classifications, brainstorm the topic, explore the topic, and many more. The second stage is drafting and writing, this stage asks the writer to make the first version of writing. The third is sharing and responding. In this stage, the writers already make the first draft and share the draft to the reviewer. Then, the reviewer will give a response or comment. The next stage is revising and editing. The writer should revise and edit the draft based on the response and comment from the reviewer. The last stage is publishing. The final draft can be print out or publish by the writer.

The problem showed that in the process of teaching writing, the teacher only gives a score without any feedback or comment when the teacher asks the students to write paragraphs or a text. This make the students do not know what their mistakes, how they have to improve themselves to be better in writing, and confused with the material. From those explanations, students' writing skills did not improve at all. That is why peer feedback can be a solution to help the students better at writing performance.

Peer feedback is getting popular in teaching language and is called peer review, peer response, and peer evaluation (Liu & Hansen, 2002). Feedback is someone's opinion to encourage students' motivation in learning English (Tsao et al., 2017, p. 1). Peer Feedback can encourage deep learning because it is the goal of

educational strategies as a result of understanding. Those ask the students to cause to be effective in what they have learned and what they have to do to improve. In English second language or English foreign language, writing is one of the skills that need to be improved. Therefore, peer feedback can also be used to measure and influence students understanding with the detail. When the students have only received scores from the teacher, it will make them still confuse. The students will more understand if received scores and feedback to improve their writing skills. Thus, makes peer feedback can help the students to write and revise their writing products in order to have good writing without any mistakes. Purwati, O (2013) also stated that peer feedback can be used to motivate students writing performance. Peer feedback can be beneficial in teaching and learning process since the students aware of their mistake and try to not repeat the same mistake that stated by McConnell (2000) cited in Roberts (2006).

There are many kinds of text that should be learned by students, especially EFL students in Indonesia which are, recount text, descriptive text, narrative text, report text, procedure text, and many more. Among those texts, Recount text is one of the writing text that should be learned in junior and senior high school levels. Since this text was taught at junior high school, the students still have difficulties to write and differentiate a recount text with other types of text.

As stated by Anderson, M. & Anderson, K (2003) definition of recount text is a text which retells an experience or events that already happened in the past. The purposes of recount text are to give information and entertain the readers toward the story which happened in the past sequentially. The generic structure also explained by Anderson, M. & Anderson, K (2003) they are: 1) Orientation, which tells the readers who was involved in the story, what, when and where the story happened. 2) Events, which tell the sequence events in a chronological order. 3) Re-orientation, which tell the conclusion of the events or and personal comment about the events. In addition, some language features of recount text are the use of past tense to retell the events, describe the events in 5W+1H, and words that show the order of events (for example: first, after that, then, next, etc.)

This reserach is focuses on writing historical events in recount text based on English syllabus. The content of the standard competence and basic competence for senior high school students especially grade X at the second semester is historical event that can be seen in the 2013 curriculum of basic competence 4.7

In assessing students' work, an assessment rubric is needed. The use of rubric is to give an objective assessment of students' works. Sirait, J.B., Marlina, L (2018) stated that the rubric consists of organization

(orientation, events, and re-orientation), vocabulary, language use, and mechanics (spelling, capital letters, and punctuation). Thus, supported with one of scoring rubric by Brown's (2007) that has some elements in assessing writing, those are content, organization, grammar, vocabulary, and mechanics.

Nowadays, technology becomes a more beneficial effect on the students if the students and the teacher can use it in positive ways. The use of social media can make a new situation when the student learn English, especially in writing. Therefore, social media can be an effective tool that the teacher can use in classroom activity. According to Ramadhani (2013: 1), the students can learn from the social media that they already know, not only play with paper and pen. There are many social media that common use, such as Facebook, Instagram, Twitter, Path, and many more. According to (Kelly, 2015) mentioning from Instagram pers in 2015 stated that there are 300 million users of Instagram, which makes Instagram become one of the most social media. Supported by Gunantar, D.A. (2019) the use of Instagram can motivate the students to become good writers because it was interesting them in writing class. In that study, the students were asked to write on the caption and uploaded on Instagram.

Instagram can be a good social media platform to be used in learning writing. In Instagram, there are many benefits which teacher may use to improve students writing ability. It is supported by (Handayani & Pd, 2016) that the lists of writing activities on Instagram are writing caption related to the lesson material, giving questions on Instagram photos, describe the Instagram photos, and comment something on the comment box. Therefore, comment box as one of the advantages of Instagram which can be combined with peer feedback can be applied to support students writing performance. The students can give a comment and feedback on Instagram's comment box which may help the writer to revise the writing product.

In implementing peer feedback using Instagram, Sirait, J.B., Marlina, L (2018) has some stages. First of all, the learners already have an Instagram account. After that, the teacher will give the material about a text. After the learners got the material about the text, the teacher will ask them to make writing products about the text that they have learned. Next, the students will make the text and upload it to Instagram. Then, their friends or their peers will give some comments and feedback to improve the writing product. After they receive feedback, they have to revise their drafts to make the final version and make sure that there is no mistake. The advantages of peer feedback on Instagram as stated by Handayani & Pd (2016) that it can help the students to improve their writing while got feedback on the comment box, built students' confident to

upload their English' works on Instagram, the students more fun in the writing class, and Instagram is the effective tools to use in ELT. Sirait, J.B., Marlina, L (2018) also found the advantages of peer feedback on Instagram as online peer-review, they are: Instagram can increase students motivation, Instagram is easy to use, Instagram in online peer-review is not consuming time or flexible, and the students will be responsible on their works'. Otherwise, the disadvantages also found by Sirait, J.B., Marlina, L (2018) thus are: need a laptop or mobile phone, internet connection required, and the students may be will copy-paste the text.

Furthermore, the students have many perceptions toward the implementation of peer feedback using Instagram in the teaching and learning process. Johnson in Alnujaidi's (2017) perception is focused on a person's point of view through the innovation, consist of belief, reaction, and understanding. While Robbin & Judge (2017) perception is how human interpret something happened in their environment so they can give comment or meaning about it. Based on those definitions, perception is personal information or individual point of view from their perspective towards things or event that occurs around people. The students' perceptions in this study will focus on the obstacle faced by the students, whether peer feedback using Instagram can make the students interest, increase writing ability, encourage students' motivation and critical thinking in learning writing English. Thus, in line with Sirait, J.B., Marlina, L (2018), Handayani & Pd (2016), and Tsao et al. (2017, p. 1). In Kashef's finding (2014) showed the implementation of peer feedback in writing is interesting, and encourage students' critical thinking.

There are several previous studies related to this study, they are C. Anggraeni (2017) stated that participants have a good perspective towards Instagram because it can motivate them to write better in writing an assignment so the class is more interesting. The participants also assume that Instagram is a valuable platform for their writing class. Another study by Hopkyns, S. (2017) showed that the participants felt the use of Instagram was motivating and engaging. Moreover, some of the participants felt that peer feedback, which they had received from their friends in the Instagram platform made them spend more time to make a good paragraph on their writing. Irfan Zidny & Suharso (2014) also stated that the use of Instagram in the process of teaching and learning English improved the students' writing skills significantly. Besides, the use of Instagram also makes the students more interesting and focus on the writing class. Another study from Ayse Taskiran (2018) showed the result that the participants had a positive opinion about using Twitter in their learning language, especially learning English. Gunantar, D.A.

(2019) found that using caption and uploaded on Instagram in writing class can improve students' ability in writing, also it can motivate them to become a good author.

From those previous studies, the researcher found that the previous research only focuses on the result of using Instagram, students' results after receiving feedback, students' perceptions toward Instagram in writing and most of the participant is university students. However, the previous studies did not mention how to implement and students' responses toward the implementation of peer feedback using Instagram in learning writing, especially recount text at senior high school level.

Based on those explanations, the research questions are formulated as shown:

1. How is the implementation of peer feedback using Instagram in learning writing Recount Text for EFL students at senior high school level?
2. What are the students' perceptions towards the implementation of peer feedback using Instagram in learning writing Recount Text for EFL students at senior high school level?

METHOD

This study used qualitative research since the purposes of the study to describe the implementation and students' perceptions towards implementing peer feedback using Instagram in learning writing Recount Text for EFL students at Senior High School level. It was supported by Creswell (2014) that qualitative research is use to get information about the problem in detail. The researcher described the result in the form of words without statistical calculation. In addition, Ary et, al (2010) also stated that qualitative design is a design that requires the natural phenomenon which happens during conducting the research. The researcher was chosen qualitative method as the type of the study to describe the natural phenomenon in implementing peer feedback using Instagram in learning writing Recount Text and students' perceptions toward the implementation of peer feedback using Instagram in learning writing Recount Text.

The subjects of this study were thirty-two students of Class X MIPA 3 at one of the senior high school in Mojokerto. The researcher chose this class based on the English teacher's recommendation in which peer feedback using Instagram in writing recount text is applied. The English teacher explained that the students in this class were very active and cleverer than other classes. 32 students who become subjects in this study were in their second semester of the tenth grader of academic year 2019/2020. There were 20 female students and 12 male students.

The researcher chose one of the senior high school in Mojokerto as the setting of this study because this school is one of the favorite school in Mojokerto city that applies the 2013 Curriculum. The students are allowed to bring a mobile phone but do not allow them to use it during the lesson except for the teacher's recommendation. Thus, can make the students easy to access Instagram on their phone.

The source of data in this research was gained from the teaching and learning process and students' perceptions toward the implementation of peer feedback using Instagram in learning writing Recount Text. Source of data refers to a document or place where the data is taken from. Meanwhile, the data refers to the form of information that will be analyzed by the researcher. The data for the first research question was the way how to implement peer feedback using Instagram in learning writing recount text. Then, data for the second research question was gained from the result of the questionnaire and a semi-structured interview.

In a qualitative study, the researcher was the one who observes, collects the data, analyze, and also interprets the data. However, some instruments are used in this study, they are field notes, observation checklist, questionnaire, and semi-structured interviews. For the first research question which is to describe the implementation of peer feedback using Instagram in learning writing recount text at senior high school, the instruments used are observation checklist and field notes. In this case, the used of observation checklist and field notes to check whether the teacher follows the theory of writing process from a journal published by Kamehameha School (2007). Then, for the second research question which is to figure out the students' perceptions toward the implementation of peer feedback using Instagram in learning writing recount text at senior high school, the researcher used two research instruments, they are questionnaire and semi-structured interview. The use of a semi-structured interview was to support students' answers to the questionnaire.

During collecting the data, the researcher has established the study through observation using observation checklist, field notes, distribute the questionnaire, and conduct a semi-structured interview. The observation was conducted in three meetings from beginning activities to the end of the English subject. For each meeting, the class began from 7.15 A.M. until 8.45 A.M. The researcher used observation checklist and field notes to write down every single activity in the process of teaching and learning. The researcher observed the implementation of peer feedback using Instagram in learning writing recount text at senior high school level.

Then, the researcher continued to collect the data in order to fulfill the second research question by distributed the questionnaire about students' perceptions in

implementing peer feedback using Instagram in learning writing recount text for EFL students at senior high school level after all the activities and stages are done. To get more valid data and to support students' answers on the questionnaire, the researcher also used a semi-structured interview. In order to be able to analyze the data from a semi-structured interview, the researcher recorded the students' answers.

After gaining the data, the researcher analyzed the data by employing the three stages of analyzing qualitative data. This theory adapted from Ary et al (2010), which are: familiarizing and organizing, coding and reducing, and the last step was interpreting and representing. First, the researcher used familiarizing and organizing to organize the collected data based on two research questions. The researcher was checked, read, and listen to all of the data more than twice to make familiar and easy when the researcher had been classified. The second step was coding and reducing. The researcher coded the data based on the theory and delete some data that were not important. In the last steps, the researcher used interpreting and representing. In this step, the researcher interpreted the data and also represented it in the form of words.

RESULTS AND DISCUSSIONS

Results

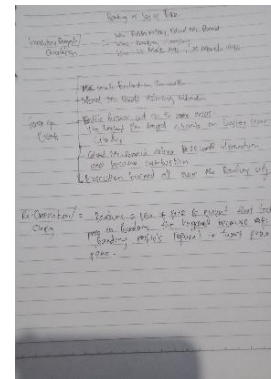
1. The Implementation of Peer Feedback using Instagram in Learning Writing Recount Text for EFL Students at Senior High School Level

This part focused on the teacher's implementation of Peer Feedback using Instagram in the stages of the writing process from a journal published by Kamehameha School (2007), those are: 1) Pre-writing, 2) Drafting and Writing, 3) Sharing and Responding, 4) Revising and Editing, and the last is 5) Publishing. Then, the teacher was divided the lesson into three-parts; pre-activity, whilst activity and post activity.

In whilst activity, the teacher implemented the five stages of the writing process. Before implemented the five stages, the teacher asked the students to read a text in the government's book page 123-124 entitled "The Battle of Surabaya". After that, the teacher asked the students to analyze the generic structure of the text that they had been read based on 5W+1H. Then, the lesson continued through the stages of the writing process.

The first stage was pre-writing. The students were asked to make an outline draft and find out some information about the topic given by the teacher. The topics given by the teacher were Bandung as a Sea of Fire, The Battle of Ambarawa, Supersemar, and Independence Day. The students were allowed to find any information on the internet or books. Some students searched the

information on the internet, but some others prefer to open their historical books. They also had a historical subject on that day, so they brought and opened their historical books to found the information about the topic. After the students found some information related to the topic given by the teacher, the students started to make an outline drafts. The outline's model based on the Government's book on page 125. There are no students who seem lazy and bored, they were cooperating and seem good interaction with others.



Picture 1. One of students' outline

The outline made by the students' consist of orientation or introductory paragraph, series of events, and re-orientation. Based on the story of Bandung as a Sea of Fire, the characters are Dutch Military, Colonel Mc. Donald and Army. The setting is in Bandung. Next, time signals on the story are 12 October 1945, 21 November 1945, and 23 March 1946. Moreover, the students also found some events of Bandung as a Sea of Fire. The last is re-orientation. In re-orientation, the student wrote "*Bandung as a Sea of Fire is event that took place in Bandung. This happened because Bandung people's refusal to thwart power plans.*"

The second stage was drafting and writing, the students started to make a recount text about historical events based on the topic given by the teacher. They have been changed the outline into a text using their own words without changing the events or the meaning of the historical events. This stage also in line with Sirait, J.B., Marlina, L (2018) that the students were asked to make a text based on the material they have learned. The students were asked to work individually without direct control by the teacher. Sometimes, the students asked to the teacher about words that they did not understand. Occasionally, the students accessed google translate and opened a dictionary. Once in a while, the teacher walked around the class to make sure the students did their works'. Not only that but also the teacher asked the difficulties or obstacles that faced by the students.

The next step was sharing and responding, the students submitted their work to the teacher. Then, the teacher took

a picture of the students' work one by one. Then, the teacher shared and posted it to the Instagram account made by the teacher before.



Picture 2. An Instagram account prepared by the teacher

In that picture showed that the teacher has prepared 1 Instagram account that is used as a media to implementing peer feedback using Instagram. The account was managed by the teacher itself. The purpose of an Instagram account is the students will centrally to give comment on 1 account. In that picture also showed all of the students' works before received feedback from a peer or known as the first draft.



Picture 3. One of the students' first draft before received feedback

After the teacher uploaded all the students' works, the teacher paired the students to make it easy when they have to give comments. The student was only allowed to give comments and feedback on their partner that already paired by the teacher (see Picture 2). In the picture 2, the Instagram's caption explains about who wrote the assignment and who was the reviewer.

Then, the students were asked to open their own Instagram from mobile phones and commented on their friends' works that already uploaded by the teacher. Comment and feedback given by the students must be in

line with the topic, the students were allowed to comments on some mistakes that they found or gave comment if the story did not in chronological order. To support the feedback on the comment box, the students might add an example to help the author understand the meaning.



Picture 4. Feedback from a peer that commented on Instagram

In the picture 4, the students gave comment like "selalu menggunakan tanda baca yang tepat pada teksnya", "on lengkong, seharusnya Lengkong diawali dengan huruf capital pada huruf L karena nama tempat", "march, harusnya diawali dengan huruf capital pada huruf M", "Penulisan twart seharusnya thwart, kurang h". By getting feedback and add with example, the author will realize and understand the mistake.

In this stage, peer feedback on Instagram was implemented. Support by Sirait, J.B., Marlina, L (2018) that the peer gave comments or feedback to improve the writing product. After this, the students revised to make the final version of their draft. Handayani & Pd (2016) also stated that by commenting on Instagram's comment box, the students helped to improve and revise their writing product. The researcher found that the comments given by the students focus on misspellings and capital letters.

The fourth stage was revising and editing, the students were asked to revise their work based on Instagram comments by their peers. The students need much time to revise it. By receiving feedback, the students' will have a higher quality to revise their works. If the higher quality of revision is made, the final draft will be in higher quality too. This in line with Patchan, M. M., & Schunn, C. D. (2016) that the higher quality of students' final draft is gotten from the higher quality of students' revisions. After revising their draft, the students editing all the whole text to make sure that there is no mistake at all. After these stages are done, the students' final draft showed better than the first draft.

The last stage was publishing. The students were asked to submit their final drafts to the teacher. Like in the third stage, the teacher took a picture of the students' final

works one by one. After that, the teacher posted on the same Instagram account as before. The students' result after received feedback from the peer was significantly improved. It proofed by students' final works that different between before and after receiving peer feedback. Before received feedback, some mistakes can be found in students' works. Meanwhile, after they got feedback from peer their writing performance was improved, lack of mistake, and did not repeat the same mistakes. That statement in line with McConnell (2000) cited in Roberts (2006) that after got feedback, the students aware of their mistake, and try to not repeat the same mistake.



Picture 5. One of student's final draft after revised based on peer feedback

2. Students' Perception towards The Implementation of Peer Feedback using Instagram in Learning Writing Recount Text for EFL Students at Senior High School Level

This part will present the result of students' perceptions after implement peer feedback using Instagram in learning writing Recount Text. After conducting observation, the next steps that the researcher used were distributed the questionnaire and conducted a semi-structured interview. There were some questions related to the topic.

The first question was asked the students about their perception in the implementation of peer feedback using Instagram in learning writing recount text. All of the students were happy and interested in the lesson. There were various reasons why the implementation of peer feedback using Instagram was fun and interesting. Some students said that it was unique, combined technology in the class. Some others explained that they feel bored when the lesson only asks them to write and always using a book. Another explanation is the students were happy in peer feedback using Instagram because they got a comment from their friends.

The second question asked about students' perceptions of the students' writing improvement when implementing peer feedback using Instagram in learning writing recount text. 31 students in the class said that it can help the

students to improve their writing skills. They said that it can make them more careful to write because Instagram users can read their works. Another reason why peer feedback using Instagram can improve their learning writing recount text is peer feedback using Instagram can develop their potential especially in writing English, and also they faced various vocabulary. On the other hand, one of them was not agreed, she said that the technique did not improve her writing skills because the competence of writing depends on herself, not by others.

The next question was about whether peer feedback using Instagram in learning writing recount text can make them confident or not. 25 students in that class were agreed. They were confident because sometimes they used English in their caption. They also assume that it is a process of learning, so the students were not worried if they got a comment of their mistake. Only 7 students who stated that they were felt embarrassed because sometimes they open Instagram to entertain and find some information instead of upload something on social media, and they were explained that not confident enough because Instagram users can measure their competence in English.

Continue to the next question was about peer feedback using Instagram in learning writing recount text can encourage students' critical thinking or not. The students were agreed about that. They explained that they have more concentration and critical thinking when they read and review their friend's work. Before giving feedback, they need to understand the material first, then relate the material with their friends' writing product.

Jump to the next question was about the obstacles faced by the students during the implementation of peer feedback using Instagram in learning writing recount text. 2 students explained that they still confused with the use of past tense as language features in recount text. Whereas, the most obstacle faced by the students is the internet connection. They mentioned that there is no Wifi around the class, some students also did not have internet connection access on their phone and some other student mentioned that they used mobile hotspot from their friends. The students' answers showed that they have sufficient knowledge of recount text and vocabulary related to the topics.

Discussions

1. The Implementation of Peer Feedback using Instagram in Learning Writing Recount Text for EFL Students at Senior High School Level

Journal from Kamehameha School (2007) has 5 stages of the writing process, they are: pre-writing, drafting and writing, sharing and responding, revising, and editing, and the last is publishing. Those 5 stages are implemented in

the writing class when the researcher did the observation. The researcher found that the teacher divided the lesson into three parts, those are pre-activity, whilst activity and post activity.

In whilst activity, the 5 stages of the writing process was implemented. The first stage was pre-writing, the teacher asked the students to make an outline before changing into a paragraph or text. This activity in line with Brown (2001) that the writer or in this case is the students need to planning first before making a paragraph of text. When planning the draft, the students were helped by an outline based on their Governments' books. The outline used to help the students organize what they want to write. Second, the teacher implemented the drafting and writing stages. In these stages, the students were asked to change their outline into a text. This is in line with Sirait, J.B., Marlina, L (2018) that the teacher asked the students to write a text after received the material. Third, sharing and responding was implemented by the teacher. In these stages, peer feedback also implemented. The students gave feedback to support their friends' writing products on Instagram's comment box. Supported by Handayani & Pd (2016) that by commenting on Instagram's comment box, the students helped to improve and revise their writing product. This activity also supported by Sirait, J.B., Marlina, L (2018) that the peer will comment to improve the writing product. Feedback or comment used to help the author realize their mistakes and encourage students' motivation especially in writing so students know how to revise it. This, in line with Tsao et al (2017, p. 1), and Purwati, O (2013) that feedback is someone's opinion to encourage and motivate the students in learning English, especially in writing. Based on the result, comment and feedback from the students is focused on misspellings, and capital letters. Fourth is revising and editing. In these stages, the students asked to revise their first draft based on the feedback from a peer. Support by a theory of the stages in implementing peer feedback on Instagram as an online peer review from Sirait, J.B., Marlina, L (2018) that the students have to revise the final draft to the newest draft. The last stage is publishing. The teacher uploaded students' final drafts on Instagram and showed that the students have better writing products after received feedback than before. The final draft showed that the students did not repeat the same mistake. This in line with McConnell (2000) cited in Roberts (2006) that peer feedback can help the students aware of their mistakes and did not repeat the same mistake.

In implementing peer feedback using Instagram in learning writing recount text for EFL students at senior high school level, the activities were focus on students centered learning. Meanwhile, the teacher's role in the teaching and learning process only guided the activities

and facilitate the students by preparing 1 Instagram account.

2. Students' Perception towards The Implementation of Peer Feedback using Instagram in Learning Writing Recount Text for EFL Students at Senior High School Level

Based on the result from an open-ended questionnaire and semi-structured interview, most of the students showed positive perceptions towards the implementation of peer feedback using Instagram in learning writing recount text for EFL students at Senior High School Level. The first question about students' perceptions in implementing peer feedback using Instagram in learning writing recount text showed they were fun, enjoyed, and interested during the teaching and learning process supported by C. Anggraeni (2017). The student mentioned that they did not feel bored in implementing peer feedback using Instagram in writing class rather than only use books. This is in line with Ramadhani (2013: 1), the students can learn from the social media that they already know, not only play with paper and pen.

The second question about students' perceptions towards the students' writing improvement when implementing peer feedback using Instagram in learning writing recount text. The students answered showed that it can help the students to improve and develop their writing skills as shown in the final draft that the students writing product were much better than the first draft. It is supported by Handayani & Pd (2016) that feedback on the comment box can help the students to improve their writing. Meanwhile, one of the students was not agreed if peer feedback using Instagram in learning writing recount text can improve her writing skill, because the writing competence depends on herself, not by others.

The third question was about peer feedback using Instagram in learning writing recount text can make them confident or not. The students answered that they were confident because sometimes they used English in their caption. They also not worry if they received feedback on the comment box. They assumed that it is a process of learning. This supported by Handayani & Pd (2016) that it will be built students' confidence to upload their English works' on Instagram and received feedback on the comment box in improving their writing ability. Whereas, 7 students were not agreed about that because they open Instagram to entertain them and find information. Other reasons explained why the students do not confident because Instagram users can measure their English competences.

The fourth question talked about peer feedback using Instagram in learning writing recount text can encourage students' critical thinking. The students said yes because

they have more concentration and critical thinking when they have to review and giving feedback. As stated by Sirait, J.B., Marlina, L (2018) and Handayani & Pd (2016) that peer feedback using Instagram as an online peer-review required them to be more critical thinking. While, In Kashef's finding (2014) showed the implementation of peer feedback in writing is interesting, and encourage students' critical thinking. The students explained that they need to understand the material before giving feedback, then relate it to the students' work.

The last question was about the obstacles faced by the students during the implementation of peer feedback using Instagram in learning writing recount text. Only 2 students still confused with the use of past tense as language features in recount text. Whereas, the students said that the most obstacle they faced is the internet connection. Supported by Sirait, J.B., Marlina, L's finding (2018) that one of the disadvantages in implementing peer feedback using Instagram is the students' need and internet connection. The students mentioned that they did not have an internet connection, so they used a mobile hotspot from their friends.

CONCLUSION AND SUGGESTIONS

Conclusion

From the analysis, it can be concluded that the implementation of peer feedback using Instagram in learning writing recount text at her class was effective to help the students better in writing. It also supported the students' writing performance is better between before and after getting peer feedback. The students are also able to give comments or feedback to improve their friend's writing skills. Not only commenting but also the students as a reviewer can also learning English when they read or correct their friends' work because it can make them to think critically. The students gave feedback and comment focused on misspelling and capital letters. Therefore, the teacher has conducted all the stages of writing process which peer feedback is implemented. Then, this technique is easy to be implemented, and help the students to realize and revise their mistake.

Therefore, the students' perceptions toward implementing peer feedback using Instagram in learning writing recount text was showed positive in motivating, increasing critical thinking, and making them confident in writing. The students supported the implementation of peer feedback using Instagram in learning writing because they are interested and happy during the lesson. The use of peer feedback using Instagram in learning writing recount text can encourage students' critical thinking when they have to give comment and review on their friends' works. They could get feedback and advice from peers on the comment box if they made a mistake. Additionally, it is a

good idea of implementing peer feedback using Instagram in learning writing combine into teaching and learning activities that could help the students realize that using social media can make them interesting in writing class and giving an impact on academic purposes. Besides, the obstacles also faced by the students, there were: 2 of 32 students still confused in the use of past tense as the language feature of recount text, and the internet connection become the most obstacle.

Suggestions

It is suggested that the teacher should be more creative during the teaching and learning process. The teacher can combine some interesting media that can create students' attention, and motivate the students to practice English a lot, especially in writing. Peer feedback is one of the solutions to help the students' in increasing their English skills, especially in this case is focused on writing skills. The students need some advice if they made mistakes in their writing product. Not only advice but also an appreciation from others to the students' competence. That is why peer feedback using media like the researcher already observed combining the famous social media with classroom activity. The researcher hopes that the teacher can use peer feedback using Instagram to other types of text. This technique also can be used in other language skills, not only in writing but also in speaking, listening, and reading. Another suggestions is the teacher may to give a rubric and guidelines when the students were asked to give comment and feedback, so the students will more understand what they have to focused on.

The next suggestion is delivered to the school headmaster that Wifi as the internet access to support teaching and learning process is needed. According to the students' perception towards the implementation of peer feedback using Instagram in learning writing recount text, they mentioned that limit of the internet connection. It would be better if the school add more Wifi as internet access to help students and teachers in the learning activity.

Another suggestion is intended for the future researchers. The researcher hopes that will be another researcher who will be conducted as same as mine but in different focuses. For example, a future researcher can conduct a research in different perspectives, text, or other language skills.

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