Students' Perceptions and Difficulties toward the Use of Online Peer Feedback Using Instagram in Writing Recount Text

Ratna Dewi Pamungkas[a,1*], Slamet Riyadi[b,2], Prayogo Hadi Sulistio[c,3], Dian Adiarti[d,4]

[a] Universitas Jenderal Soedirman, Purwokerto
[b] Universitas Jenderal Soedirman, Purwokerto
[c] Universitas Jenderal Soedirman, Purwokerto
[d] Universitas Jenderal Soedirman, Purwokerto
[1] ratna.pamungkas@mhs.unsoed.ac.id; [2] slamet.riyadi0312@unsoed.ac.id; [3] sulistio.prayogohadi@unsoed.ac.id;
[4] dian.adiarti@unsoed.ac.id
[*] korespondensi penulis

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dan menyelidiki persepsi dan kesulitan siswa terhadap penggunaan umpan balik rekan secara daring menggunakan Instagram dalam menulis teks recount. Melibatkan 36 siswa kelas XI AKL 3 SMK Negeri 1 Pemalang tahun ajaran 2021/2022, penelitian ini menggunakan desain deskriptif kualitatif. Data diperoleh dari kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa (1) sebagian besar siswa memiliki persepsi positif terhadap penggunaan online peer feedback menggunakan Instagram dalam menulis teks recount. (2) meskipun sebagian besar tidak mengalami kesulitan dalam penggunaannya, beberapa masih menemui kendala. Kesulitan-kesulitan tersebut terkait dengan menemukan kesalahan penulisan, menyusun umpan balik, masalah pertemanan, memahami umpan balik dari rekan, koneksi internet yang buruk, kuota internet yang terbatas, dan gangguan dari notifikasi Instagram dan pesan langsung.

Kata kunci: Instagram, kesulitan siswa, menulis teks recount, persepsi siswa, umpan balik sesama secara daring

ABSTRACT

This research aimed to explore and investigate the students' perceptions and difficulties toward the use of online peer feedback using Instagram in writing recount text. Involving 36 students of XI AKL 3 at SMK Negeri 1 Pemalang in the academic year 2021/2022, this study employed a descriptive qualitative design. The data were gained from questionnaires and interviews. The results of this research indicated that (1) most of the students had positive perceptions toward the use of online peer feedback using Instagram in writing recount text. (2) even though it seemed like most of them did not face any difficulty during its usage, some of them still found problems. They were related to finding writing errors, arranging feedback, friendship issue, comprehending feedback from peers, poor internet connection, limited internet quota, and distraction from Instagram notifications and direct messages.

Keywords: Instagram, students' difficulties, writing recount text, students' perceptions, online peer feedback

INTRODUCTION

Writing is considered a difficult skill to be mastered by students. The difficulty arises if students' writing ability is poor. As Hochman et al. (2017: 1) note that writing is a challenging skill to teach and learn since it depends on students' cognitive and linguistic abilities and the way they express their thoughts accurately and clearly.

One of the text genres that students face difficulties with is in writing recount text. Some researchers, such as Husna & Multazim (2019: 52) and Salwazo et al. (2020: 10), find that generally, students have problems in writing recount text due to the lack of

vocabulary, poor grammar understanding, difficulty to organize recount text, and difficult to use language features.

Based on the writing process suggested by Harmer (2004: 5), there are four steps of writing. One of the steps is called editing (reflecting and revising). In this stage, the students need feedback from the readers. By getting feedback, students can get beneficial input or suggestions. As a result, they can use the feedback to edit and revise the drafts to be better before finally publishing them as the final version of the writing.

In this research, peer feedback was chosen as the way of getting feedback in writing recount text. According to Liu & Hanson (2006: 280), peer feedback allows students to have an active role in their own learning. Students can express their opinion about other students' works and performances based on their knowledge and understanding.

Nowadays, the peer feedback method in writing classes is not only can be done in a face-to-face situation, but also in an online situation. One of the online media that can be utilized for this method is Instagram. Instagram is one of the most popular social media used by today's teenagers. In utilizing the features of Instagram for online peer feedback, Earslan (2019: 54) shows that students can post their text in the caption box, tag other accounts using the tag feature, add hashtags using the hashtag feature, then read and give feedback through the comment box.

There are some educational benefits of online peer feedback using Instagram in writing classes. Sirait & Marlina (2018: 295) and Handayani (2016: 326), find that through this method, students may easily express their thoughts which makes them confident to upload their works and give feedback in public. Furthermore, Hu (In Hanson, 2015: 3) claims that students can receive beneficial suggestions which can help them to enhance their writing quality. Other benefits are also found by Zhao (2014: 11) that peer feedback trains students to be more aware of their writing and promoted them to become an autonomous learners.

Otherwise, this method also has some difficulties. Sirait & Marlina (2018: 299) find

that the main difficulty in online peer feedback using Instagram is it needs a mobile phone or computer, and an internet connection is required. Moreover, according to Lam & Habil (2020: 779), sometimes students are confused about understanding their peers' feedback which leads them to misunderstand. Kurniawati (2021: 183) also notices that students are afraid of being wrong in giving feedback to their peers and afraid of ruining their friendship.

Some researchers have conducted research related to the same topic. Firstly, the study from Sirait & Marlina (2018). They find out some steps for conducting peer feedback on Instagram. In addition, they find some advantages of this method, namely motivates students in writing, gives convenience and is easy to use, and needs less paper. Secondly, the study from Tahapary et al. (2020). This study find that students' challenges when doing peer feedback were to understand the errors in their friends' narrative texts and the language used in these texts. Lastly, the study from Nahru (2020). Based on this study, the implementation of peer feedback using Instagram in learning writing recount text was going well to help the students improve their writing ability. In addition, the students gave positive responses toward this technique.

Based on those previous studies, there were no studies that conducted the research for the XI grade level. Therefore, in this research, the researcher focused to explore the XI grade students' perceptions and identify the difficulties that they faced during the use of online peer feedback using Instagram in writing recount text. Since the researcher conducted this research in different schools and levels, it may reveal different results.

METHOD

This present study employed a descriptive qualitative study to reveal the students' perceptions and difficulties toward the use of online peer feedback using Instagram in writing recount text. It was conducted at SMK Negeri 1 Pemalang. The population of this study was all of the XI grade students in the academic year 2021/2022. In selecting the sample, the researchers used a purposive sampling

technique. The sample of this study consists of 36 students of XI AKL 3 at SMK Negeri 1 Pemalang in the academic year 2021/2022.

In this research, the researchers used a questionnaire and interviews to collect the needed data. The questionnaire was distributed to all of the 36 students of XI AKL 3 in the form of Google Forms through the Whatsapp group. The questionnaire consisted of 27 closed-ended questionnaire items using a Likert scale starting from strongly disagree to strongly agree and 5 open-ended questions. Moreover, the researcher asked 7 questions for a semi-structured interview with 6 students which seems active during its implementation to gain deeper information about the questionnaire data.

To analyze the closed-ended questionnaire data, the researcher used percentage formulation as follows:

$$P = \frac{F}{N} \text{ X } 100\%$$

Meanwhile, to analyze the open-ended questionnaire and interview results, the researcher applied the three stages of data analysis technique by Miles & Huberman (1994: 10-12). There are three steps: data reduction, data display, and conclusion and drawing.

FINDINGS AND DISCUSSION

This section presents and discusses the findings related to the research questions on students' perception and difficulties toward the use of online peer feedback using Instagram in writing recount text. The discussion is shown through the interpretation of the findings shown in the table elaborated with the findings from the open-ended questionnaire and interview.

A. Students' Perceptions toward the Use of Online Peer Feedback using Instagram in Writing Recount Text

In this study, the students' perceptions were divided into four sections, namely students' perceptions about their personal feelings, feedback from peers, the benefits, and the use of Instagram for the online peer feedback method.

1. Students' personal feelings during the use of online peer feedback using Instagram in writing recount text.

Table 1. Students' personal feelings

Statement	SD	D	N	A	SA
I like online peer feedback using Instagram	2,8%	0%	11,1%	52,8%	33,3%
Online peer feedback using Instagram is easy to conduct	2,8%	2,8%	13,9%	44,4%	36,1%
Online peer feedback using Instagram is important to be done in writing class	2,8%	2,8%	13,9%	44,4%	36,1%

Table 1 shows that majority of the students had positive perceptions toward their personal feelings during the use of online peer feedback using Instagram in writing recount text. It showed that most of the students liked this method (A = 52,8% and SA = 33,3%). In addition, the open-ended questionnaire showed that 36,1% of students liked this method since it was helpful for them and they had a chance to read other students' recount text. The questionnaire results were strengthened by the result of the interview. As one of the interviewees stated,

> "The most thing that I liked from this activity was when I read my friends' recount text because I felt like I joined the events that my friends told, such as a story about study tour, I felt like I joined the study tour too." (DK)

The majority of the students also felt that online peer feedback using Instagram was easy to conduct (A = 44,4% and SA= 36,1%). The open-ended questionnaire showed that 25% of students stated the same statement. It was supported by the interview result which one of the interviewees explained,

> "I liked this method because it is simple and easier to be implemented in writing recount text."

This finding was in line with the result of the study conducted by Anggraeni (2017: 71) which found that students perceived the assignment using Instagram was easy and efficient.

Furthermore, students perceived online peer feedback using Instagram as an important thing to be implemented in writing class (A = 44,4% and SA = 36,1%). It was supported by the interview result which showed that it became important because they could give feedback to each other so that they can get beneficial input to revise the writing. As one of the interviewees said,

> "It is important because I could get feedback from my peers. As a result, I was able to know my strengths and weaknesses of my recount text." (DNP)

2. Students' perceptions of feedback from peers

Table 2. Students' perceptions of feedback from peers

Statement	SD	D	N	A	SA
Feedback from my peers were useful	2,8%	0%	8,3%	44,4%	44,4%
Feedback from my peers were easy to understand	2,8%	0%	13,9%	38,9%	44,4%
I accepted all of the feedback from my peers	2,8%	0%	8,3%	44,4%	44,4%
I included feedback from my peers when I revised my recount text	2,8%	2,8%	13,9%	50%	33,3%
I was satisfied with the feedback from my peers	2,8%	2,8%	13,9%	50%	33,3%

Based on table 2, the majority of the students had positive perceptions toward feedback from peers. They claimed that feedbacks from peers were useful for them (A = 38,9% and SA = 44,4%). The feedback from peers is also easy to understand (A = 38,9% and SA = 44,4%). In addition, the students accepted every feedback from their peers openly (A = 44,4% and SA = 44,4%) and included them when they revised their recount text (A = 50% and SA = 33,3%). Those findings were in line with the theory from Rollinson (2005: 24) who stated that students mostly accept and include feedback from peers either completely or partially.

Furthermore, the majority of the students agreed that they were satisfied with the feedback from peers (A = 50% and SA = 33,3%). Based on the interview result, three interviewees explained that they were satisfied with the feedback since the feedback from peers helped them to find out their writing errors, strengths, and weaknesses of their recount text. As one of the interviewees confirmed,

> "I was very satisfied. It was because, with the feedback given by my peers, I was able to know my strengths and weaknesses of the recount text that I wrote." (RWA)

Moreover, the open-ended questionnaire showed that 72,2% of students' feedback affected their recount text and 25% of students' feedback affected their attitude, and 2,8% of students did not get any effect. This result was in accordance with Rollinson's (2005: 24) study that peer feedback experience not only gave students beneficial feedback but also could enhance their attitudes in writing.

3. Students' perceptions about the accessibility of Instagram as the media for online peer feedback.

Table 3. Students' perceptions about the accessibility of Instagram as the media for online peer feedback

Statement	SD	D	N	A	SA
I could upload my recount text on Instagram easily	2,8%	0%	11,1%	38,9%	47,2%
I could give and respond to feedback in the comment box easily	2,8%	2,8%	13,9%	44,4%	36,1%
I could tag the teacher's Instagram account easily	2,8%	0%	8,3%	44,4%	44,4%
Instagram features were suitable for online peer feedback in writing recount text	2,8%	0%	2,8%	44,4%	50%
Instagram was easy to use for online peer feedback in writing recount text	2,8%	2,8%	8,3%	47,2%	38,9%

According to table 3, the majority of the students had positive perceptions toward the accessibility of Instagram as the media for online peer feedback activity. Most of them could upload their recount text (A = 38,9% and SA = 47,2%), give and respond to feedback on the comment box (A = 44,4% and SA= 36,1%), and tag the teacher's account easily (A = 44,4% and SA = 44,4%). It was supported by the open-ended questionnaire result which showed that 52,8% of students stated that Instagram was an easy medium to be used by the students since they were familiar enough with it. In addition, the interview result also revealed the same finding. As one of the interviewees stated,

"I often use Instagram, so it is easy to upload my text and give feedback." (DNP)

Furthermore, the students also perceived that the features of Instagram were suitable for online peer feedback activity (A = 44,4% and SA = 50%). It was in line with the open-ended questionnaire result which showed that 36,1% of students argued that Instagram was a suitable medium for online peer feedback activity since it has complete features. One of the interviewees also explained,

"It is suitable because Instagram has complete features which we can use for online peer feedback. Instagram also gives us easiness to do online peer feedback by giving some features such as a comment box, tag teacher, caption box, etc." (DK)

Those findings were relevant to the previous studies conducted by Sirait & Marlina (2018: 299) and Al-Ali (2014: 1-2). They found that students perceived that the features of Instagram such as Instagram posts, tag users, caption box, and comment box supported the online peer feedback method. Therefore, it can be assumed that Instagram was a convenient and suitable medium for implementing online peer feedback in writing classes.

4. Students' perceptions about the benefits of online peer feedback using Instagram in writing recount text

Table 4. Students' perceptions about the benefits of online peer feedback using Instagram in writing recount text

Statement	SD	D	N	A	SA
I could revise my recount text	2,8%	0%	13,9%	44,4%	38,9%
I could improve the quality of my recount text	2,8%	0%	11,1%	50%	36,1%
I could find the strengths of my recount text	2,8%	0%	8,3%	52,8%	36,1%
I could find the weaknesses in my recount text	2,8%	0%	11,1%	50%	36,1%
I could learn from my friends' writing errors	2,8%	0%	5,6%	52,8%	38,9%
I became more careful in writing recount text	2,8%	0%	2,8%	50%	44,4%
I became more careful in reading recount text	2,8%	0%	8,3%	52,8%	36,1%
I became more confident in writing recount text	2,8%	5,6%	8,3%	52,8%	30,6%
I became autonomous in learning to recount text	2,8%	5,6%	2,8%	52,8%	36,1%
I could learn to appreciate my friends' writing	5,6%	2,8%	2,8%	44,4%	44,4%

Table 4 shows that the majority of the students stated agreed and strongly agree with each questionnaire item. It means that there were several benefits that students could achieve from this method.

a. Benefits to students' writing skill

Through this method, the students could revise their recount text using feedback from peers (A = 44,4% and SA = 38,9%). Automatically, they also could improve their writing quality to be better (A = 50% and SA = 36,1%). Moreover, through this method, the students were also able to know the strengths (A = 52,8% and SA = 36,1%) and the weaknesses of their recount text (A = 50% and SA = 36,1%).

The open-ended questionnaire result also showed that 47,2% of students stated that it benefited their writing skills. The questionnaire results were supported by the interview result as follow,

> "The benefit that I got was I was able to know my strengths and weaknesses of my recount text." (DNP)

It indicated that online peer feedback using Instagram helped them in producing better writing. As supported by Klimova (2015: 173) that feedback could help students to understand and develop their skills, and motivate them in learning the skill.

b. Benefits on students' attitude

Through this method, the students agreed that they were able to learn from their peers' writing errors (A = 52,8% and SA = 38,9%).

Then, they also became more careful in writing recount text since they got some critics and advice from peers (A = 50% and SA = 44,4%). Not only more careful in writing recount text, but the students also became more careful in reading recount text since they tried to give feedback to their peers (A = 52,8% and SA = 36,1%). Moreover, the open-ended questionnaire result showed that there were 30,6% of students stated that it benefited their attitude. The questionnaire results were supported by the interview result as follow,

> "There *were many benefits that I could feel, such as I was more careful about grammar, verb 2, word order, punctuations.*" (DK)

It meant that the corrective feedback from peers could increase their awareness in writing recount text such as about grammatical structure, vocabulary, and word spelling. It was in line with Villamil & De Guero (1998: 51) who claimed that peer feedback made the students more aware of their writing.

It was also found that students who got positive feedback became more confident in writing recount text. As one of the interviewees stated,

> "Then, I could get feedback from my peers, so I felt more confident with my recount text." (AD)

It indicated that online peer feedback using Instagram could boost their confidence and make them realize that they could produce a good recount text. It was supported by

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McGrath et al. (2011: 8) that positive feedback could reduce students' anxiety about writing, boost students' confidence as writers, and drive students to write and revise.

Moreover, research from Villamil & De Guerro (1998: 491) also in line with this finding which the study revealed that the peer feedback method promoted students' autonomy in learning writing recount text (A = 52,8% and SA = 36,1%). As one of the interviewees stated,

> *".... and I also understood the material out of my head without needing to memorize it again." (DK)*

c. Benefits to students' social life

By implementing this method, students were able to learn to appreciate other people's work (A= 44,4% and SA = 44,4%). Furthermore, 19,4% of students on the open-ended questionnaire also revealed that this method was beneficial for their social life. Since they gave feedback on social media, they tried to give feedback properly without hurting someone's feelings. As supported by Mansor & Rahim (2017: 112), communication activities that required group discussion through Instagram were managed to improve students' ways of communicating where they were seen openly expressing and sharing thoughts with other group members.

In addition, open-ended questionnaires and interview results also revealed that this method facilitated them to communicate more often with their friends. It made them become closer with their friends especially students in the same group. As one of the interviewees stated,

> *"I also could communicate with my peers through Instagram. Since I rarely chatted with my classmates during this online learning, so through this method I could communicate with them more often than before." (DNP)*

This finding was consistent with the previous study from Sirait & Marlina (2018: 296) that online peer feedback using Instagram allowed for multimedia interaction.

d. Benefits on students' reading skill

The open-ended questionnaire result showed another benefit related to students' reading skills. There was 2,8% of students stated it. In this method, students should read their peers' recount texts which trained them to be more careful in reading a text. It could be assumed that online peer feedback using Instagram facilitated the students to practice their reading ability and comprehension of English text. This finding was in line with the research conducted by Mansor & Rahim (2017: 112) who also found that using Instagram for teaching and learning media could enhance students' reading ability.

B. Students' Difficulties during The Use of Online Peer Feedback using Instagram in Writing Recount Text

In this study, the students' difficulties were divided into three sections, namely students' difficulties in giving feedback, responding to feedback, and using Instagram as the media for online feedback.

Table 5. Students' difficulties during the use of online peer feedback using Instagram in writing recount text

Statement	SD	D	N	A	SA
I had difficulty in giving feedback	22,2%	52,8%	13,9%	8,3%	13,9%
I had difficulty in responding feedback	27,8%	58,3%	2,8%	5,6%	5,6%
My internet connection was poor	27,8%	36,1%	27,8%	2,8%	5,6%
I had difficulty in using Instagram as online peer feedback media	27,8%	58,3%	5,6%	0%	8,3%

From table 5, it can be seen that the majority of the students strongly disagreed and disagreed with the statements. It meant that most of them did not find any difficulty during the use of online peer feedback using Instagram in writing recount text. Most of the students did not have difficulty in giving feedback (SD = 22,2% and D = 52,8%), responding to feedback (SD = 27,5% and D = 58,3%), internet connection (SD = 27,8% and D = 36,1%), and using Instagram as online peer feedback media (SD = 27,8% and D = 58,3%).

However, some students still found difficulties. The open-ended questionnaire, supported by the interview data, revealed several difficulties faced by the students during the use of online peer feedback using Instagram.

a. Students' difficulties when giving feedback

According to the open-ended questionnaire data, it shows that most of the students (63,9%) did not find any difficulties when giving feedback to their peers. This finding was in line with the finding of the previous study conducted by Nahru (2020: 51). As one of the interviewees confirmed,

> "I did not face any problems. Alhamdulillah everything went well" (SWS)

However, some students found difficulty in finding their peers' writing errors (16,6%). One of the students' statements in the open-ended questionnaire revealed that they had to read their peers' recount text more than one time to find the writing errors. It meant that the lower their English ability, the harder they found

writing errors. A similar finding came from a study conducted by Tahapary et al. (2020: 215) that students sometimes encounter difficulty to find writing errors. Students' difficulties when responding to feedback.

Then, some students also had friendship issues (8,3%). They were a little bit uncomfortable when giving corrective feedback to their peers. They worried that their friends would call them pretentious and their feedback would ruin their friendship. As supported by Kurniawati (2021: 183) who found that students worried about breaking up the friendship when they gave corrections. One of the interviewees stated,

> "The problem was when I gave feedback to my friends. When I wanted to tell my friends that there was something missing in the structure, the order of the words was wrong, I was afraid of hurting my friend's heart, you know. It was because I commented in public, so I had to use polite words." (AD)

The other difficulty was internet connection (5,6%). Students stated that sometimes their internet connection was poor. It made them delay in giving feedback on Instagram. One of the interviewees stated,

> "Yes, that is one of the difficulties. When I wanted to give feedback, my internet quota ran out, there was also a power outage, so there was no signal." (SFJ)

It was in line with Anggraeni (2017: 72) that internet access became one of the barriers to Instagram.

Lastly, students also find it difficult to arrange their feedback (5,6%). When they did not find any writing errors, they were

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having no idea what to say. Then, when they found writing errors in their peer's recount text, they were also confused in arranging the feedback. It was in line with the challenge found by Tahapary et al. (2020: 214) that students were facing difficulty to arrange their feedback.

b. Students' difficulties in responding to feedback

The open-ended questionnaire data revealed that most of the students did find any difficulties in responding to feedback from peers (77,8%). They stated that most feedbacks were easy to understand so they just responded with "thank you" in the comment box.

However, some students had problems comprehending the feedback. Their difficulty in arranging feedback made some feedback not well organized. As a result, it confused the feedback receiver. One of the interviewees stated,

> "My difficulty was when I got feedback from <student's name> I was a little bit confused to understand her feedback. Therefore, I asked Kak Ratna at that time." (DNP)

It was in line with the study from Lam & Habil (2020: 779) that sometimes students were confused in understanding their peers' feedback which lead them to misunderstanding.

c. Students' difficulties when using Instagram as the media for online peer feedback

Based on the open-ended questionnaire result, the majority of the students did not find any difficulties when using Instagram as the media for online peer feedback (77,8%). They argued that Instagram was an easy medium since they were familiar enough with this application. As one of the interviewees stated,

> "There was no difficulty at all. I think Instagram was easy to use, so there was no problem with it." (AD)

However, internet connection and quota still became a problem in using Instagram (22,2%). Sometimes students' internet connection was unstable. Their internet quota was also limited and fastly ran out since Instagram needed more internet quota rather than other social media applications. It was supported by the statement of one of the interviewees,

> "It was no problem if we used Instagram for this method, but as I said before, sometimes my connection was unstable." (DK)

The finding from a research conducted by Mansor & Rahim (2017: 112) also indicated that internet availability and network stability became the main issue of using Instagram as the peer feedback media. It meant that since this method was not done face-to-face, students' internet connection really affected the success of its implementation.

Moreover, two students stated that they had difficulty when posting their recount text on Instagram (5,6%). They were confused about how to tag the teacher's account. It turned out that it was caused by their lack of experience in posting something on Instagram. It was supported by the result of a study conducted by Ramalia (2021: 126) which found that some students were not really interested in using the Instagram application so they did not really understand its features.

Lastly, the interview result also revealed that there was a student who was distracted by the direct message (DM) on Instagram. It made her not fully focus on the peer feedback activity. It supported the finding from the previous study conducted by Rinda et al. (2018: 30) who found that Instagram ads could distract students' focus from writing on Instagram. One of the interviewees revealed,

> "The difficulty was when there were notifications or DM, I often did not concentrate. So, I focused in opening other accounts, not to the recount text." (SFJ)

CONCLUSION

Based on the results of data analysis and discussion obtained, it can be concluded that most of the XI AKL 3 students had positive perceptions toward the use of online peer feedback using Instagram in writing recount text. They liked this method. Then, the feedback they got could affect their recount text and attitude. In addition, Instagram was perceived as a suitable medium for online peer feedback since it gave them convenience in using it. Regarding the benefits, this method gave them benefits in their writing skill, attitude, social life, and reading skill. Moreover, most of the students also did not find any difficulties with the use of this method. However, some of them still faced several problems when giving feedback, responding to feedback, and using Instagram as the media for online peer feedback.

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